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

Orientation Seminar
EDUC 101  Education Orientation Seminar  1

The following degree requirements also meet general education course requirements and must be selected from the campus general education (https://courses.illinois.edu) course list. Selections of core requirements courses should be made in consultation with the adviser.

Composition 1
1 Composition  4-6
Advanced Composition  3-4

Quantitative Reasoning 1
EPSY 280  Elements of Statistics (or another approved basic course in statistical methods such as STAT 100, SOC 280, or PSYC 235)  3-4

From approved campus list  3

Natural Sciences and Technology 1
From approved campus list  6

Humanities and the Arts 1
From approved campus list  6

Social and Behavioral Sciences 1
From approved campus list (must include PSYC 100)  6

Cultural Studies 1
From Western Culture(s) approved campus list  3
From U.S. Minority Culture(s) or Non-Western Culture(s) approved campus list  3

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

Core Requirements 3
Choose 2 from the following Education Foundations:  6-7
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 Dev in Education
SPED 117  The Culture of Disability

Choose 6 from the following, with at least 2 in each area:  18-20

Learning and Instruction:
CI 210  Introduction to Digital Learning Environments
CI 415  Language Varieties, Cultures and Learning
EPOL 350  Social Learning and Knowledge
EPSY 201  Educational Psychology
EPSY 400  Psych of Learning in Education
EPSY 401  Child Language and Education
Leadership in a Diverse Global Economy:
EDUC 202  Social Justice Sch & Society
EPS 310  Race and Cultural Diversity
EPS 402  Asian American Education 4
EPS 405  Historical & Social Barriers
HRD 414  Facilitation Skills
HRD 415  Diversity in the Workplace

Concentration 3
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)  16-34

Total Hours  120

Total minimum hours include 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 (https://courses.illinois.edu).
2 EPSY 280 is recommended for the AppLeS concentration.
3 Concentration and Core Requirement courses found on the General Education Approved Course List (https://courses.illinois.edu) may also be credited toward the General Education requirements.
4 Course can be counted in the Core requirement or the Concentration requirement but not both.

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

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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 in diverse contexts, including research, quantitative reasoning, communication, and collaborative problem solving.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EPSY 403</td>
<td>Res Methods in Learning Sci</td>
<td>3</td>
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<tr>
<td>Capstone Research Project</td>
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<tr>
<td>EPSY 398</td>
<td>Thesis (1 hour)</td>
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<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>
<td>6</td>
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<tr>
<td>EPSY 427</td>
<td>Learning from Text</td>
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<tr>
<td>EPSY 490</td>
<td>Developments in Educ Psyc (Learning in Everyday Contexts section)</td>
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<tr>
<td>EPSY 490</td>
<td>Developments in Educ Psyc (Multimedia Comprehension section)</td>
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<tr>
<td>PSYC 357</td>
<td>Intro Cognitive Science</td>
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<tr>
<td>Choose 1 from the Learning and Development area:</td>
<td>3</td>
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<tr>
<td>EPSY 407</td>
<td>Adult Learning and Development</td>
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<tr>
<td>EPSY 431</td>
<td>Cognitive Dev in Educ Context</td>
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<tr>
<td>EPSY 490</td>
<td>Developments in Educ Psyc ('Brain Training': Myths and Realities section)</td>
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<tr>
<td>Choose 1 from the Learning and Socio-Cultural Contexts area:</td>
<td>3</td>
<td></td>
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<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>
<td>Choose 1 from the Learning, Design, and Technology area:</td>
<td>3</td>
<td></td>
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<tr>
<td>CI 437</td>
<td>Educational Game Design</td>
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<tr>
<td>EPSY 408</td>
<td>Learning &amp; Hum Dev w/ EdTech</td>
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<tr>
<td>EPSY 456</td>
<td>Human Performance and Cognition in Context</td>
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<tr>
<td>HRD 472</td>
<td>Learning Technologies</td>
<td></td>
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Choose 1 from the Data Analysis and Quantitative Reasoning area

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<tbody>
<tr>
<td>EPSY 486</td>
<td>Principles of Measurement</td>
<td></td>
</tr>
<tr>
<td>SOC 485</td>
<td>Intermediate Social Statistics</td>
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Total Hours: 24

**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. 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 relationships 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: English as a Second Language, African-American Studies, 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.

Choose 3 from the Social Foundations area: 9
- EDUC 202 Social Justice Sch & Society 1
- EPS 380 Education and Social Justice
- EPS 400 History of American Education
- EPS 411 School and Society

Choose 2 from the following Cultural Understanding area: 6
- EPS 325 Social Media and Global Change
- EPS 402 Asian American Education 1
- EPS 421 Racial and Ethnic Families
- EPSY 202 Exploring Cultural Diversity 2

Choose 2 from the following Educational Equality area: 6
- EPS 405 Historical & Social Barriers
- EPS 412 Critical Thinking for Teachers
- EPS 420 Sociology of Education
- EPS 423 Politics of Education

Elective class from GWS, LLS, AAS, AFRO, AIS, or GLBL 3

Total Hours 24

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 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 participate as instructors in postsecondary 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.

Choose 2 from the Human Resource Development Foundations area: 6
- HRD 400 Principles of HRE
- HRD 401 Training in Business/Industry
- HRD 402 Business Principles for HRD

Choose 6 from the Human Resource Development Applications area: 18
- HRD 400 Principles of HRE
- HRD 401 Training in Business/Industry
- HRD 411 Training System Design
- HRD 412 Instructional Techniques
- HRD 414 Facilitation Skills
- HRD 415 Diversity in the Workplace
- HRD 440 Work Analysis
- HRD 470 Designing and Evaluating E-Learning Systems
- HRD 472 Learning Technologies
- HRD 475 Project Management for Human Resource Development
- HRD 480 Introduction to eLearning
- HRD 490 Issues and Developments in HRD

Total Hours 24

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

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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/
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<th>Course Name</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CI 210</td>
<td>Introduction to Digital Learning Environments</td>
<td>3</td>
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<tr>
<td>CI 489</td>
<td>DELTA Capstone Project</td>
<td>3</td>
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<tr>
<td>Choose 1 from the Learning and Psychological Issues area:</td>
<td>3</td>
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<tr>
<td>EPSY 408</td>
<td>Learning &amp; Hum Dev w/ EdTech</td>
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<tr>
<td>EPSY 490</td>
<td>Developments in Educ Psyc (Learning in Everyday Contexts section)</td>
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<tr>
<td>PSYC 357</td>
<td>Intro Cognitive Science</td>
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<tr>
<td>Choose 1 from the Learning and Social Issues area:</td>
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<tr>
<td>CI 482</td>
<td>Social Learning and Multimedia</td>
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<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>Choose 1 from the Learning and Equity Issues area:</td>
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<tr>
<td>EPS 380</td>
<td>Education and Social Justice</td>
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<tr>
<td>EPS 415</td>
<td>Technology &amp; Educational Reform</td>
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<tr>
<td>SPED 312</td>
<td>Introduction to Educational Technology</td>
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<tr>
<td>Choose 3 from the Learning and Technology Electives area:</td>
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<tr>
<td>CI 424</td>
<td>Child Development &amp; Technology</td>
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<td>CI 437</td>
<td>Educational Game Design</td>
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<tr>
<td>CI 438</td>
<td>Comp Prgrmmg and the Classroom</td>
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<tr>
<td>CI 499</td>
<td>Issues and Development in Educ (Section ALT, Attention, Learning and Technology)</td>
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<tr>
<td>CI 499</td>
<td>Issues and Development in Educ (Section DLS, Designing Learning Spaces)</td>
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<tr>
<td>EPS 431</td>
<td>New Learning</td>
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<td>EPSY 408</td>
<td>Learning &amp; Hum Dev w/ EdTech</td>
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<td>HRD 472</td>
<td>Learning Technologies</td>
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<tr>
<td>Total Hours</td>
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<td>24</td>
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