



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Revision to two (2) concentrations in the Bachelor of Science in Learning and Education Studies Degree (AppLeS and DELTA) in the College of Education.

SPONSORS: Sarah McCarthey, Department Head of Curriculum and Instruction, 217/244-1149, mccarthe@illinois.edu

Daniel Morrow, Department Chair of Educational Psychology, 217/300-0915, dgm@illinois.edu

COLLEGE CONTACT: Lisa Monda-Amaya, Associate Dean for Undergraduate Programs and Director of Teacher Education, 217/333-2800, lmonda@illinois.edu

BRIEF DESCRIPTION: The Learning and Education Studies (LES) program has now been in existence for three years. In this proposal, the College is revising two of the concentrations in this program: Applied Learning Sciences (AppLeS) and Digital Environments for Learning, Teaching & Agency (DELTA). These changes are being proposed based on careful examination of program implementation and a reexamination of structures since implementation. We also are basing these changes on feedback from College and program faculty, staff (including advisors), and students. In particular, the College evaluated data on the course availability, problems arising as a result of existing structures (e.g., focus areas), flexibility and options for students, and student satisfaction. Results of the evaluation indicated a need for both pedagogical and operational changes to the curriculum. In addition, we had an object of better aligning the courses to highlight complementary strengths of the concentrations (the DELTA focus on learning and design; the AppLeS focus on learning and research) and to define more clearly, the courses shared across the concentrations. Doing so will help students choose core courses in their concentration and at the same time acquire critical complementary skills across the two concentrations.

See Appendix A for a description of the existing requirements along with the proposed curricular revisions.

JUSTIFICATION:

The four primary changes being proposed and the justifications for those changes are provided below:

1. Each concentration in LES requires that students select from among courses in specified focus areas (e.g., Cognitive Science of Learning; Learning and Development). After careful evaluation it was determined that the existing focus areas limited options for students. In some focus areas, students had very few courses from which to select.

We reduced the number of focus areas by collapsing those that were related, thereby creating broader (but fewer) areas and expanding the number of courses available in each area. For example, in the AppLeS concentration, the Learning and Development area and the Learning and Socio-Cultural Contexts area were collapsed to become Learning in Social and Developmental Contexts (and courses such as CI 424, which cover socio-cultural theories of development belong to this broader category). In DELTA, the Learning and Social Issues area and the Learning and Equity Issues area were combined.

The Data Analysis and Quantitative Reasoning area that was part of the AppLeS concentration was also eliminated, replaced by a single required statistics course (EPSY 480, which is taught every semester). Together with a research methods course (EPSY 403), these courses will prepare students for their capstone research project. Overall, the number of required focus areas has been decreased, but students now have more choice among courses in each focus area, creating a more flexible curriculum.

2. The courses listed in each of the concentrations were evaluated to determine how frequently and consistently they were offered (e.g., timing) and whether the course format changed (online, summer only, 8-weeks, etc.). Data indicated that course availability was an issue for students. Some courses were eliminated (for example, EPSY 486) because instructors were unable to offer them on a consistent schedule due to other academic demands.

Additionally, course changes were needed because we found that some courses moved to online summer only offerings (e.g., HRD 472; EPSY 408). These courses were removed as options because we had concerns that they presented a hardship for students who could not take summer courses. We also updated course numbers (EPSY 408 to EPSY 427) to reflect their permanent rather than omnibus numbers. Finally, as a result of new hires in the area of educational technology, we added new courses that were being offered in the College (e.g., CI 482, CI 446, CI 499 – Critiques of Educational Technology).

3. Plans were made for greater overlap to leverage common student interests across the two concentrations, while at the same time emphasizing the complementary strengths of the two concentrations. Both programs emphasize understanding learning. DELTA focuses on the design of learning technology and environments and AppLeS focuses on conducting research on learning (including research on the impact of learning technology). For example, CI 424 was moved from a DELTA elective to an option in the Learning in Social and Developmental Contexts area in both concentrations. DELTA students who had taken that course as an elective found it to be especially relevant to their capstone project and program coordinators determined that the content was highly relevant to many AppLeS students.
4. EPSY 280 was removed as a required Quantitative Reasoning General Education course because a basic statistics class is adequate preparation for any of the concentrations. EPSY 280 also overlaps substantially with STAT 100.

BUDGETARY AND STAFF IMPLICATIONS:

Resources

- a. How does the unit intend to financially support this proposal?

There are no substantive changes to the program that alter the budget. Existing courses have been added or modified to strengthen the degree program. We anticipate these changes may in fact improve resource efficiency by increasing enrollment in some courses (see below).

- b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity? The degree has been in existence for three years and is part of the core business of the College of Education. The College will assume any additional resources needed to enhance the degree.
- c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support. The unit will not need to seek campus or other external resources.
- d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

Resource Implications

- a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.
The proposed changes to the degree do not negatively impact faculty, class sizes, teaching loads, or student-faculty ratios in any meaningful way. The proposed changes strengthen the existing degree, allow greater flexibility for students to take courses, and allow faculty across the College additional opportunities to teach undergraduate students. We expect increased enrollment in many of the courses, which should in turn benefit instructional quality by increasing opportunities for collaborative learning (e.g., group projects). Increased enrollment will help faculty meet minimum enrollment requirements and other instructional guidelines in the College.
- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units.
There is one course from outside the College that is being dropped from the concentrations (SOC 485) in the Department of Sociology. Data indicate that since Fall of 2014 we have had only one student enroll in this course. Please see attached Letter of Support.
- c. Please address the impact on the University Library.
There is no additional impact on the University Library (see attached letter)
- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)
There is no additional impact on technology and space.

DESIRED EFFECTIVE DATE: Fall 2019

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Education

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

Associate Dean for Undergraduate Programs: Lisa Monda-Amaya, Ph.D.
110A Education Building, 1310 South Sixth Street, 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 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

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 core requirements courses should be made in consultation with the adviser.

Hours Composition¹

4-6 Composition I

3-4 Advanced Composition

Hours Quantitative Reasoning¹

3-4 (~~EPSY 280 or~~) An approved basic course in statistical methods such as STAT 100, SOC 280, PSYC 235

3 From approved campus list

Hours Natural Sciences and Technology¹

6 From approved campus list

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) approved campus list

3 From Non-Western Culture(s) approved campus list

Hours Language other than English

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

Hours Core Requirements²

6-7 Choose 2 from the following Education Foundations:
EPS 201 – Foundations of Education (3 hours), EPS 202 – Foundations of Educational Advanced Composition (4 hours), or EDUC 201 – Identity and Difference in Education (4 hours)
EPSY 220 – Career Theory and Practice (3 hours)
EPSY 236 – Child Development in Education (3 hours)
SPED 117 – The Culture of Disability (3 hours)

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

Learning and Instruction:

CI 210 – Introduction to Digital Learning Environments (3 hours)
CI 415 – Language Varieties, Culture, & Learning (3 hours)
EPOL 350 – Social Learning and Knowledge (3 hours)
EPSY 201 – Educational Psychology (3 hours)
EPSY 400 – Psychology of Learning in Education (3 hours)
EPSY 401 – Child Language and Education (3 hours)

Leadership in a Diverse Global Economy:

EDUC 202 – Social Justice Scholarship & Society (3 hours)³
EPS 310 – Race and Cultural Diversity (4 hours)
EPS 402 – Asian American Education (4 hours)³
EPS 405 – Historical and Social Barriers (3 hours)
HRD 414 – Facilitation Skills (3 hours)
HRD 415 – Diversity in the Workplace (3 hours)

Hours Concentration²

24 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.

Hours Electives

~~46-34~~ 12-31 Electives (including minor, if taken)

120 TOTAL Hours

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](#).

2. ~~EPSY 280 is recommended for the Applied Learning Science concentration.~~

3. Concentration and Core Requirement courses found on the [General Education Approved Course List](#) may also be credited toward the General Education requirements.

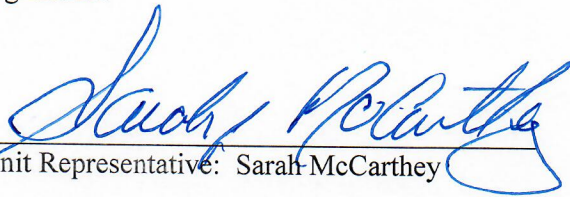
3. Course can be counted in the Core requirement or the Concentration requirement but not both.

Applied Learning Science (AppLeS) Concentration (see Appendix A)

Digital Environments for Learning, Teaching and Agency (DELTA) Concentration (see Appendix A)

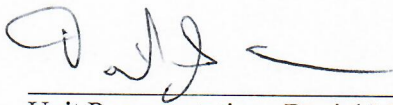
CLEARANCES:

Signatures:


Unit Representative: Sarah McCarthy

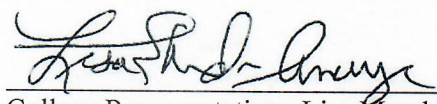
March 27, 2019

Date:


Unit Representative: Daniel Morrow

March 27, 2019

Date:


College Representative: Lisa Monda-Amaya

March 27, 2019

Date:

Appendix A

Proposed Curriculum Revisions - AppLeS Concentration

Yellow = Courses added or moved to different area

Grey = Courses removed

Current Requirements:		Revised Requirements:	Hours
		<i>AppLeS Concentration Revised</i>	
Required: EPSY 403 – Res Methods in Learning Sciences	3	Required: EPSY 403 – Research Methods in the Learning Sciences	3
		EPSY 480 – Educational Statistics	3
Capstone Research Project EPSY 395 – Independent Study (1 hour) EPSY 398 – Thesis (2 hours)	3	Capstone Research Project EPSY 395 – Independent Study (1 hour) EPSY 398 – Thesis (2 hours)	3
Choose 2 from the Cognitive Science of Learning area: EPSY 427 – Learning from Text	6	Choose 2 from the Cognitive Science of Learning area: EPSY 427 – Learning from Text	6
EPSY 490 – Developments in Educational Psychology (Learning in Everyday Contexts section)		EPSY 490 – Developments in Educational Psychology (Learning in Everyday Contexts section)	
EPSY 490 – Developments in Educational Psychology (Multimedia Comprehension section)		EPSY 490 – Developments in Educational Psychology (Multimedia Comprehension Section)	
PSYC 458 – Intro Cognitive Science		PSYC 458 – Introduction to Cognitive Science	
Choose 1 from the Learning and Development area:	3	EPSY 456 – Human Performance and Cognition in Context	
EPSY 407 – Adult Learning and Development		Choose 2 from Learning in Social and Developmental Contexts area:	6
EPSY 431 – Cognitive Dev in Educ Context		EPSY 407 – Adult Learning and Development	
		EPSY 431 – Cognitive Dev in Educ Context	

<p>EPSY 490 – Developments in Educ Psyc (Brain Training: Myths and Realities section)</p> <p>Choose 1 from the Learning and Socio-Cultural Contexts area:</p> <p>CI 466 – Language Literacy in Early Childhood Education II</p> <p>EPSY 402 – Sociocultural Influence on Learning</p> <p>EPSY 404 – Adjustment in School Settings</p> <p>Choose 1 from the Learning, Design, and Technology area:</p> <p>CI 437 – Educational Game Design</p> <p>EPSY 408 – Learning & Hum Dev w/ EdTech</p> <p>EPSY 456 – Human Performance and Cognition in Context</p> <p>HRD 472 – Learning Technologies</p> <p>Choose 1 from the Data Analysis and Quantitative Reasoning area:</p> <p>EPSY 486 – Principles of Measurement</p> <p>SOC 485 – Intermediate Social Statistics</p>	<p>3</p> <p>3</p> <p>3</p>	<p>CI 424 – Child Development and Technology</p> <p>EPSY 402 – Sociocultural Influence on Learning</p> <p>EPSY 404 – Adjustment in School Settings</p> <p>Choose 1 from the Learning and Technology area:</p> <p>CI 437 – Educational Game Design</p> <p>CI 499 – Issues & Development in Education (Attention, Learning, and Technology section)</p> <p>CI 499 – Issues & Development in Education (Designing Learning Spaces section)</p> <p>CI 482 – Social Learning and Multimedia</p>	<p>3</p>
--	----------------------------	--	----------

Proposed Curriculum Revisions – DELTA Concentration

Yellow = Courses added or moved to different area

Grey = Courses removed

Current Requirements:		Revised Requirements:	Hours
		<i>DELTA Concentration Revised</i>	
Required:		Required:	
CI 210 – Introduction to Digital Learning Environments	3	CI 210 – Introduction to Digital Learning Environments	3
CI 489 – DELTA Capstone Project	3	CI 489 – DELTA Capstone Project	3
Choose 1 from the Learning and Psychological Issues area:	3	Choose 1 from the Learning and Cognition area:	3
EPSY 408 - Learning & Human Development with Educational Technology		EPSY 427 – Learning & Human Development with Education Technology (formerly EPSY 408)	
EPSY 490 – Developments in Educational Psychology (Learning in Everyday Contexts section)		EPSY 490 – Developments in Educational Psychology (Multimedia Comprehension section)	
PSYC 458 - Introduction to Cognitive Science		PSYC 458 – Introduction to Cognitive Science	
Choose 1 from the Learning and Social Issues area:		EPSY 491 – Cognitive Development in Education Contexts	
CI 482 – Social Learning and Multimedia	3	Choose 2 from the Learning in Social and Developmental Contexts:	6
EPSY 402 – Sociocultural Influences on Learning		CI 482 – Social Learning and Multimedia	
EPSY 404 Adjustment in School Settings		EPSY 490 – Developments in Educational Psychology (Learning in Everyday Contexts section)	
Choose 1 from the Learning and Equity Issues area:	3	CI 446 – Culture in the Classroom	
EPS 380 – Education and Social Justice		CI 424 – Child Development and Technology	
EPS 415 - Technology & Education Reform			

<p>SPED 312 – Introduction to Educational Technology</p> <p>Choose 3 from the Learning and Technology Electives area:</p> <p>CI 424 – Child Development and Technology</p> <p>CI 437 – Education Game Design</p> <p>CI 438 - Computer Programming and the Classroom</p> <p>CI 499 – Issues & Development in Education (Attention, Learning and Technology section)</p> <p>CI 499 – Issues & Development in Education (Designing Learning Spaces section)</p> <p>HRD 472 – Learning Technologies</p> <p>EPS 431 – New Learning</p> <p>EPSY 408 – Learning and Human Development with Educational Technology</p>	9	<p>EPSY 407 – Adult Learning and Development</p> <p>SPED 312 – Introduction to Educational Technology</p> <p>Choose 3 from the Learning and Technology Electives area:</p> <p>CI 437 – Education Game Design</p> <p>CI 438 – Computer Programming and the Classroom</p> <p>CI 499 – Issues & Development in Education (Attention, Learning and Technology section)</p> <p>CI 499 – Issues & Development in Education (Designing Learning Spaces section)</p> <p>CI 499 – Issues & Development in Education (Critiques of Educational Technology section)</p> <p>CI 482 – Social Learning and Multimedia</p>	9
--	---	---	---



COLLEGE OF EDUCATION

110 Education Building, MC-708
1310 S. Sixth St.
Champaign, IL 61820

April 10, 2019

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

Dear Ms. Martensen:

Enclosed is a proposal for the revision of two concentrations (Applied Learning Sciences--AppLeS and Digital Environments for Learning, Teaching and Agency--DELTA) in the Bachelor of Science in Learning and Education Studies in the College of Education.

We do not anticipate any budgetary implications from the changes being proposed, since the updates involve changing requirements and coursework. The courses are already offered in the College and will be taught by existing faculty. The College has the technology and space to accommodate any changes in requirements or courses so there is no need for additional resources.

Thank you for your consideration of this request.

Sincerely,

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

Lisa E. Monda-Amaya, Ph.D.
Associate Dean for Undergraduate Programs &
Director of Teacher Education

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

University Library

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



April 1, 2019

Dr. Lisa Monda-Amaya
Associate Dean for Undergraduate Programs
College of Education
lmonda@illinois.edu

Dear Dr. Monda-Amaya:

Last week, we received a proposal to revise two (2) concentrations in the Bachelor of Science in Learning and Education Studies Degree (AppLeS and DELTA) in the College of Education.

Based upon the documents received and reviewed by Nancy O'Brien, it is our belief that there will be no impact on the University Library's collection development activities related to the College of Education's program.

Sincerely,

John P. Wilkin
Juanita J. and Robert E. Simpson
Dean of Libraries and University Librarian

e-c: Kathryn Kernick, College of Education
Nancy O'Brien
Thomas Teper

Kernick, Kathryn Mathews

From: Dill, Brian J
Sent: Wednesday, March 27, 2019 9:53 AM
To: Monda-Amaya, Lisa Ellen
Cc: Kernick, Kathryn Mathews
Subject: Re: SOC 485

Hi Lisa,

Thank you for following up on your original email.

Yes, Sociology is comfortable with the proposed change.

Best,
Brian

--

Brian Dill
Interim Head
Associate Professor of Sociology
Associate Professor of Geography and Geographic Information Science

Department of Sociology
University of Illinois at Urbana-Champaign
702 S Wright St.
3120 Lincoln Hall, MC 454
Urbana, IL 61801
217.244.2279
dill@illinois.edu

<https://www.palgrave.com/us/book/9781137281401>

Under the Illinois Freedom of Information Act (FOIA), any written communication to or from University employees regarding University business is a public record and may be subject to public disclosure.

From: "Monda-Amaya, Lisa Ellen" <lmonda@illinois.edu>
Date: Wednesday, March 27, 2019 at 09:20
To: Brian Dill <dill@illinois.edu>
Cc: "Kernick, Kathryn Mathews" <kkernick@illinois.edu>
Subject: Re: SOC 485

Hi Brian

Wasn't sure if you'd had the chance to see the email below. Can you please let me know if you feel comfortable approving the change below?

Thanks and sorry for having sent this originally over the break.

Lisa

Lisa Monda-Amaya, Ph.D.
Associate Dean for Undergraduate Programs &
Director of Teacher Education
Professor, Department of Special Education
University of Illinois
College of Education
110 Education
[1310 S. Sixth St.](#)
Champaign, IL [61820](#)
217.333.2800

From: "lmonda@illinois.edu" <lmonda@illinois.edu>
Date: Monday, March 18, 2019 at 12:12 PM
To: "Dill, Brian J" <dill@illinois.edu>
Cc: "Kernick, Kathryn Mathews" <kkernick@illinois.edu>
Subject: SOC 485

Hi Brian

Hope you are well.

The College of Education is currently revising course options for our Learning and Education Studies (LES) majors. One course listed as an option for students in our Applied Learning Sciences Concentration was SOC 485 (Social Statistics). In the change we are requiring students to take a statistics course offered in our College to better support their capstone projects. Looking back at data from past semesters, only one College of Education student has taken SOC 485 since Fall 2014. Therefore, we did not feel that eliminating this course as an option for LES students would have much of an effect on your department.

Would you be comfortable approving this change effective Fall 2019?

We greatly appreciate your assistance...

Lisa

Lisa Monda-Amaya, Ph.D.
Associate Dean for Undergraduate Programs &
Director of Teacher Education
Professor, Department of Special Education
University of Illinois
College of Education
110 Education
1310 S. Sixth St.
Champaign, IL 61820
217.333.2800

Kernick, Kathryn Mathews

From: Pak, Yoon Kyung
Sent: Wednesday, March 27, 2019 1:49 PM
To: Monda-Amaya, Lisa Ellen
Cc: Ketchum, Laura A
Subject: Re: LES revisions to AppLeS and DELTA

I don't foresee a problem with that change. I would approve.

Thanks.

YOON PAK, Ph.D.

Associate Professor and Interim Head
Education Policy, Organization and Leadership
Core Faculty, Department of Asian American Studies
College of Education
1310 S. Sixth Street, MC-708
Champaign, IL 61874
217.300.2819 (voicemail)
yoonpak@illinois.edu
education.illinois.edu/faculty/yoonpak
[Learn About EPOL](#)

2019 Vice President and Program Chair
[History of Education Society](#)

From: Lisa Monda-Amaya <lmonda@illinois.edu>
Date: Wednesday, March 27, 2019 at 1:45 PM
To: "Pak, Yoon Kyung" <yoonpak@illinois.edu>
Subject: LES revisions to AppLeS and DELTA

Hi Yoon

We are currently working with EPSY and CI to revise course options in AppLeS and DELTA concentrations. In reviewing course offerings, there have been concerns about courses being cancelled or shifted making it more difficult for undergraduate students to take. One change we are proposing to make is to eliminate the following options for electives: HRD 472 (Learning Technologies) and EPS 431 (New Learning). Do you approve these changes effective Fall 2019? If so, please reply with your approval.

Lisa

Lisa Monda-Amaya, Ph.D.
Associate Dean for Undergraduate Programs &

Director of Teacher Education
Professor, Department of Special Education
University of Illinois
College of Education
110 Education
[1310 S. Sixth St.](#)
Champaign, IL [61820](#)
217.333.2800