Program Change Request

EP.25.099_FINAL
Approved by EP 04/21/2025

Date Submitted: 02/28/25 2:44 pm

Viewing: **6217 : Learning & Education Studies: Educational Technology, BS**

Last approved: 08/14/24 9:14 am

Last edit: 04/18/25 1:37 pm

Changes proposed by: Roxanne Street

Catalog Pages Using this Program	Learning & Education Studies: Educational Technology, BS

Proposal Type:
   Concentration (ex. Dietetics)

This proposal is for
a:
   Revision

In Workflow

1. **U Program Review**
2. **Gen Ed Review**
3. **1335-EDUC Head**
4. **1613-CUR&I Committee Chair**
5. **1613-CUR&I Head**
6. **KN Committee Chair**
7. **KN Dean**
8. **University Librarian**
9. **COTE Programs**
10. **Provost**
11. **Senate EPC**
12. Senate
13. U Senate Conf
14. Board of Trustees
15. IBHE
16. HLC
17. DMI

Approval Path

1. 03/03/25 10:37 am Donna Butler (dbutler): Approved for U Program Review
2. 03/05/25 1:04 pm Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. 03/05/25 4:05 pm Curtis Mason (masonc): Approved for 1335-EDUC Head

4. 03/05/25 9:03 pm Emma Mercier (mercier): Approved for 1613-CUR&I Committee Chair
5. 03/06/25 6:08 am Helen Neville (hneville): Approved for 1613-CUR&I Head
6. 03/13/25 1:10 pm Liv Thorstensson Davila (livtd): Approved for KN Committee Chair
7. 03/17/25 3:22 pm Curtis Mason (masonc): Approved for KN Dean
8. 03/18/25 11:21 am Claire Stewart (clairest): Approved for University Librarian
9. 03/18/25 10:46 pm Suzanne Lee (suzannel): Approved for COTE Programs
10. 04/02/25 2:33 pm Brooke Newell (bsnewell): Approved for Provost

History

1. May 6, 2019 by Deb Forgacs (dforgacs)
2. Jun 21, 2019 by Kathy Stalter (kstalter)

3. Oct 9, 2019 by
   Kathy Stalter
   (kstalter)
4. Aug 14, 2024 by
   Kelli Halfman
   (halfman)

Administration Details

Official Program Name	Learning & Education Studies: Educational Technology, BS
Diploma Title	Bachelor of Science in Learning and Education Studies
Sponsor College	Education
Sponsor Department	Education Administration
Sponsor Name	Curtis Mason ~~Sarah McCarthey~~
Sponsor Email	masonc@illinois.edu ~~mccarthe@illinois.edu~~

College Contact   Roxanne Street ~~Kelli Halfman~~   College Contact Email

rstree1@illinois.edu ~~halfman@illinois.edu~~

College Budget Officer	Amanda Brown
College Budget Officer Email	acbrown1@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Does this program have inter-departmental administration?

Yes ~~No~~

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chosen above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance, roles of elected faculty committees and of any advisory committees.

The Learning & Education Studies, BS degree program launched during the 2014-2015 AY, and was designed as an interdisciplinary education undergraduate degree program, combining coursework from the respective departments within the College of Education. In the interest of transparency, we have indicated "yes" to the aforementioned question, "Does this program have inter-departmental administration?"

This is especially true given that the program is not housed in an academic unit but rather in Education Administration. As such, each program concentration is assigned a designated coordinator or representative who serves as a liaison between the College's Education Administration and their respective departments (e.g., Curriculum & Instruction for the Educational Technology concentration). Additionally, the College's governing Academic Programs Committee (APC) consists of members from each department within the College of Education.

In regard to academic advising, students receive advising services from a team of academic advisors in Education Administration who serve undergraduate students from all majors and minors sponsored by the College of Education.

College   Education

Department   Curriculum and Instruction

Is there an additional department involved in governance?

No

Effective Catalog Term

Effective Catalog Term   Fall 2025

Effective Catalog   2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Educational Technology in the Bachelor of Science in Learning & Education Studies in the College of Education

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This BS proposal is related to Learning & Education Studies (key 108), and the elimination of the Educational Equality & Cultural Understanding (key 769) and the Workplace Training & Development (key 770) concentrations, and the establishment of the Inclusive Leadership & Learning in Organizations concentration (key 1309).

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. The Learning & Education Studies major is being revised, as well as the Educational Technology concentration.

2. The Learning & Education Studies major now consists of a prescribed list of required coursework for all LES students rather than allowing the students to choose from select groupings (i.e., the Education Foundations, Learning & Instruction, and Leadership in a Diverse Global Economy groupings were removed).

3. The major hours have been decreased from 24-27 hours to 14 hours, and the concentration hours have been increased from 24 to 33 hours. See course list breakdown below. However, the total program requirements remained the same at 120 total degree hours.

4. The major curriculum now requires five prescribed courses (or 14 hours) instead of eight courses (or 24 hours) for students from a list of courses to choose from. Within the concentration curriculum, eleven courses (or 33 credit hours) were removed, five courses (or 15 credit hours) were added, and one course (or three credit hours) remained. See course breakdown below.

5. Among the concentration, the Learning & Cognition, Learning in Social and Developmental Contexts, and Learning and Technology areas have been removed. In the proposed revision, students must now complete a prescribed concentration core (18 hours) and choose from upper-division concentration electives in consultation with an academic advisor (15 hours).

Removed: Eight courses, or 24 credit hours
BCOG 458 (3 hours)
EPSY 427 (3 hours)
EPSY 490 (3 hours)
CI 446 (3 hours)
EPSY 407 (3 hours)
CI 482 (3 hours)
CI 499 (3 hours)
*CI 210 (3 hours) (*Note: This course has been removed from the concentration and added to the major)
CI 424 (3 hours)
CI 437 (3 hours)
CI 438 (3 hours)

Added: Five courses, or 15 credit hours
CI 211 (3 hours)
CI 312 (3 hours)
CI 317 (3 hours)
CI 380 (3 hours)
CI 382 (3 hours)

Remained: One course, or 3 credit hours

CI 489 (3 hours)

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

Yes ~~No~~

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. The LES major curriculum has not been revised since its launch in the 2014-2015 AY (aside from minor changes such as concentration name changes and the removal of courses that are no longer offered). Information gleaned from assessment practices helped guide the revision of the proposed major and concentration revisions.
2. Students enrolled in the LES program were receiving varying foundational coursework due to the nature of the "choose from" lists rather than obtaining the same foundational coursework. With a prescribed list for the major and revisions made to each concentration, the integrity of existing learning outcomes will remain, and the same knowledge and skillsets will be achieved by all students past, present, and future.
3. The major coursework encompasses an ideal number of prescribed foundational courses for students across both areas of concentration. The proposed major coursework also allows students to explore both areas of concentration to assist in selecting one of two desired program concentrations. Through insight gained via assessment practices, the concentration hours have been increased from 24 to 33 hours to provide additional introductory coursework to ensure student success in upper-division coursework.
4. Introductory coursework was added and select upper-division courses were removed to ensure adequate preparation for other upper-division coursework. Despite the proposed curriculum changes, students enrolled in the revised Learning & Education Studies program will achieve the same learning outcomes as previous graduates from the program.
5. Students with a declared Educational Technology concentration took varying coursework due to the nature of the "choose from" lists. The revised program ensures that all students with a concentration in Educational Technology achieve the same learning outcomes and receive the same foundational knowledge from prescribed coursework. Additionally, they choose from upper-division concentration electives in consultation with an academic advisor that aligns with their educational and career goals.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

BCOG 458 - Adv in Brain & Cognitive Sci

EPSY 427 - Learning from Text

EPSY 490 - Developments in Educ Psyc

EPSY 407 - Adult Learning and Development

SPED 117 - The Culture of Disability

EPSY 220 - Career Development

EPSY 400 - Psyc of Learning in Education

EPSY 401 - Child Language and Education

EPSY 201 - Educational Psychology

Please attach any letters of support/acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

Beck, Diane.pdf

Kiel final.pdf

Christianson_Re_ Requesting your acknowledgment for LES revisions.pdf

Pak_Re_ Requesting your acknowledgment for LES revisions.pdf

Neville_Re_ Requesting your acknowledgment for LES revisions.pdf

Lambert_RE_ REQUEST_ Additional Acknowledgment for LES Program Revision.pdf

Christianson-Re_ Request acknowledgement of LES program change.pdf

Program Features

Academic Level   Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Students enrolled in the Learning & Education Studies: Education Technology, BS degree program will complete 33 hours of upper-division coursework through concentration core (15 hours) and concentration electives (15 hours). The remaining 10 hours of upper-division coursework to fulfill the IBHE 40-hour requirement may be obtained through electives, as the 4-year sample sequence accounts for 30 hours of elective courses.

Concentration Core: Students must complete 15 hours of coursework from the list below.

CI 312 (3)
CI 317 (3)
CI 380 (3)
CI 382 (3)
CI 489 (3)

Concentration electives: 15 hours
Related upper-division coursework within the College of Education, selected in consultation with an academic advisor.

Revised programs
CI 382_ Designing Interactive Learning Spaces.pdf
EDUC 205_ Introduction to Learning and Education Studies.pdf
EPOL 215_ Introduction to Diversity, Equity, and Inclusion in Educational and Workplace Environments.pdf
Side by Side_LES Ed Tech.xlsx
Sample Sequence LES_ Ed Tech.pdf

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university ~~University~~ and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by CI 210 and EPSY 201	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

College of Education Requirements

EDUC 101	Education Orientation Seminar	1
Learning & Education Studies Core		14-15
~~Choose two courses from the following Education Foundations:~~		~~6-7~~
~~EDUC 201~~	~~Identity and Difference in Education~~	
~~or EPOL 201~~	~~Foundations of Education~~	
~~or EPOL 202~~	~~Foundations of Education-ACP~~	
~~EPSY 220~~	~~Career Theory and Practice~~	
~~SPED 117~~	~~The Culture of Disability~~	
~~Choose six courses from the following, with at least two courses in each area:~~		~~18-20~~

~~Learning & Instruction:~~		
CI 210	Introduction to Digital Learning Environments	3
~~CI 415~~	~~Language Varieties, Cultures and Learning~~	
EDUC 205	Introduction to Learning and Education Studies	2
EPOL 201	Foundations of Education	3-4
or EPOL 202	Foundations of Education-ACP	
EPOL 215	Introduction to Diversity, Equity, and Inclusion in Educational and Workplace Environments	3
EPSY 201	Educational Psychology	3
~~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 (May count toward the Core or Concentration requirement only)~~	
~~EPOL 310~~	~~Race and Cultural Diversity~~	
~~EPOL 402~~	~~Asian American Education (May count toward the Core or Concentration requirement only)~~	
~~EPOL 403~~	~~Historical and Social Barriers (May count toward both the Core and Concentration requirements)~~	
~~EPOL 473~~	~~Facilitation Skills (May count toward both the Core and Concentration requirements)~~	
~~EPOL 474~~	~~Diversity in the Workplace (May count toward both the Core and Concentration requirements)~~	
~~Educational Technology Concentration~~		~~24~~
~~CI 210~~	~~Introduction to Digital Learning Environments~~	~~3~~
Educational Technology Concentration		33
CI 211	Introduction to Learning	3
CI 312	Data Literacy	3
CI 317	Learning in a technology saturated world	3
CI 380	History (and Futures) of Educational Technology	3
CI 382	Designing Interactive Learning Spaces	3

CI 489	Educational Technology Capstone Course	3
~~Choose one course from the Learning and Cognition area:~~		~~3~~
~~BCOG 458~~	~~Advances in Brain and Cognitive Science~~	
~~EPSY 427~~	~~Learning from Text~~	
~~EPSY 490~~	~~Developments in Educational Psychology~~	
~~Choose two courses from the Learning in Social and Developmental Contexts area:~~		~~6~~
~~CI 424~~	~~Child Development & Technology~~	
~~CI 446~~	~~Culture in the Classroom~~	
~~EPSY 407~~	~~Adult Learning and Development~~	
~~EPSY 490~~	~~Developments in Educational Psychology (Learning in Everyday Contexts section)~~	
~~Choose three courses from the Learning and Technology Electives area:~~		~~9~~
~~CI 437~~	~~Educational Game Design~~	
~~CI 438~~	~~Computer Programming and the Classroom~~	
~~CI 482~~	~~Social Learning and Multimedia~~	
~~CI 499~~	~~Issues and Development in Education (Designing Learning Spaces section)~~	
Concentration Electives		
Select 15 hours of related upper-division coursework within the College of Education in consultation with an academic advisor.		15

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Learning & Education Studies, BS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student

performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

1. Students will acquire deep knowledge of content relevant to the workplace.
2. Students will effectively learn the skills and disposition to develop, plan, and implement culturally relevant and responsive outcomes in their respective professions and civic engagements.
3. Students will use data to drive decisions and solve problems in their professional careers.
4. Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices).

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The revision of the Educational Technology concentration shall not interfere with degrees awarded. Current students will be able to complete their program requirements based on their admit term/catalog year, as the courses will continue to be offered for undergraduate students until the last term of completion. Alternatively, they may opt to change their catalog year and pursue the new program curriculum.

Budget

Are there budgetary implications for this revision?   No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

                                No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

  No

Attach letters of support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

> The proposed program revision was carefully designed to align with the expertise of the current faculty while meeting the needs of undergraduate students. This might have a minor impact on course loads as additional sections of current classes and new classes will be added to the schedule, but we feel this can be accomplished without the need to hire more full-time faculty.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

> The proposal was shared with the Library's Education subject specialist, Nancy O'Brien, and per email she indicated that the Library already acquires material for educational technology, including print and online books, and journal titles such as Journal of educational technology systems; Issues and trends in learning technologies; and Journal of teaching and learning with technology. The current proposal has no impact on library resources and services.

EP Documentation

EP Control Number   EP.25.099

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Educational Technology

Program Code: 6217

Minor Code		Conc Code	6217		Degree Code	BS Major

Code	5391
Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	n/a
Effective Date:	

Program Reviewer Comments

Melissa Steinkoenig (menewell) (03/05/25 1:04 pm): Gen Ed Table good

Brooke Newell (bsnewell) (03/31/25 9:10 am): Per discussion and email with Roxanne S, updates made to proposal.