

# Program Change Request

APPROVED BY SENATE  
04/28/2025

EP.25.100\_FINAL

Approved by EP 04/21/2025

Date Submitted: 02/28/25 2:42 pm

Viewing: **10KN5391BS : Learning & Education  
Studies, BS**

Last approved: 10/08/24 9:45 am

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

Changes proposed by: Roxanne Street

Catalog Pages Using  
this Program Learning & Education Studies, BS

Proposal Type:  
Major (ex. Special Education)

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. 1760-EPOL  
Committee Chair
6. 1613-CUR&I Head
7. 1760-EPOL Head
8. KN Committee  
Chair
9. KN Dean
10. University Librarian
11. COTE Programs
12. Provost
13. Senate EPC
14. Senate
15. U Senate Conf
16. Board of Trustees
17. IBHE
18. HLC
19. DMI

## Approval Path

1. 03/03/25 10:01 am  
Donna Butler  
(dbutler): Approved  
for U Program  
Review
2. 03/05/25 12:58 pm  
Melissa Steinkoenig  
(menewell):  
Approved for Gen  
Ed Review
3. 03/05/25 4:04 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. 03/07/25 11:01 am  
Liv Thorstensson  
Davila (livtd):  
Approved for 1760-  
EPOL Committee  
Chair
6. 03/07/25 11:19 am  
Helen Neville  
(hneville): Approved  
for 1613-CUR&I  
Head
7. 03/11/25 2:21 pm  
Laura Ketchum  
(ketchum):  
Approved for 1760-  
EPOL Head
8. 03/17/25 3:19 pm  
Liv Thorstensson  
Davila (livtd):  
Approved for KN  
Committee Chair
9. 03/17/25 3:21 pm  
Curtis Mason  
(masonc): Approved  
for KN Dean
10. 03/18/25 11:31 am  
Claire Stewart  
(clairest): Approved  
for University  
Librarian
11. 03/18/25 10:46 pm  
Suzanne Lee  
(suzannel):  
Approved for COTE

Programs  
12. 04/02/25 2:33 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. May 6, 2019 by Deb Forgacs (dforgacs)
2. Jun 5, 2019 by Kathy Stalter (kstalter)
3. Apr 4, 2022 by Lori Fuller (harvey1)
4. Aug 14, 2024 by Kelli Halfman (halfman)
5. Aug 22, 2024 by Brianna Vargas-Gonzalez (bv4)
6. Oct 8, 2024 by Brianna Vargas-Gonzalez (bv4)

## Administration Details

|                       |   |                       |  |
|-----------------------|---|-----------------------|--|
| Official Program Name | Learning & Education Studies, BS                            |                       |  |
| Diploma Title         | Bachelor of Science in Learning and Education Studies       |                       |  |
| Sponsor College       | Education   |                       |  |
| Sponsor Department    | Education Administration                                    |                       |  |
| Sponsor Name          | <u>Curtis Mason</u> <del>Sarah McCarthey</del>              |                       |  |
| Sponsor Email         | <u>masonc@illinois.edu</u> <del>mccarthe@illinois.edu</del> |                       |  |
| College Contact       | <u>Roxanne Street</u> <del>Kelli Halfman</del>              | College Contact Email |  |
|                       | <u>rstree1@illinois.edu</u> <del>halfman@illinois.edu</del> |                       |  |
| College Budget        | Amanda Brown  |                       |  |

Officer

College Budget [acbrown1@illinois.edu](mailto:acbrown1@illinois.edu)

Officer Email

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 and Education Policy, Organization & Leadership for the Inclusive Leadership & Learning in Organizations 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?

Yes

College [Education](#)

Department [Education Policy, Organization and Leadership](#)

Is there an additional department involved in governance?

No

## Effective Catalog Term

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|                        |           |
|------------------------|-----------|
| Effective Catalog Term | Fall 2025 |
| Effective Catalog      | 2025-2026 |

## Proposal Title

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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 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 (key 108) is related to the establishment of the Inclusive Leadership & Learning in Organizations concentration (key 1307), and the elimination of the Educational Equality & Cultural Understanding concentration (key 769), and the Workplace Training & Development concentration (key 770), and the revision of the Educational Technology concentration (key 771).

## Program Justification

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

1. The Learning & Education Studies program is being revised, as well as the Educational Technology concentration. The Educational Equality & Cultural Understanding and Workplace Training & Development concentrations are being eliminated. A new concentration, Inclusive Leadership & Learning in Organizations, is being established.
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. 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 major curriculum, 12 courses (or 36 credit hours) were removed, three courses (or 9-10 credit hours) remained the same, and two courses (or five credit hours) were added. See course breakdown below.

Removed: 12 courses, or 36 credit hours

CI 415 (3 hours)

EDUC 201 (3 hours)

EDUC 202 (3 hours)

EPSY 220 (3 hours)

EPSY 400 (3 hours)

EPSY 401 (3 hours)

EPOL 310 (3 hours)

EPOL 402 (3 hours)

EPOL 403 (3 hours)

EPOL 473 (3 hours)

EPOL 474 (3 hours)

SPED 117 (3 hours)

Added: 2 courses, or 5 credit hours

EDUC 205 (2 hours)

EPOL 215 (3 hours)

Remained: 3 courses, or 9-10 credit hours

CI 210 (3 hours)

EPOL 201 or 202 (3-4 hours)

EPSY 201 (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 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). Moreover, the Department of Education Policy, Organization & Leadership (EPOL) has opted to phase out two concentrations in favor of sustaining one concentration, given the historically low enrollment within the program.

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. Moreover, 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. Several courses intended for teacher licensure candidates have been removed, as this program does not lead to licensure within the state of Illinois. Additionally, 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.

## Instructional Resources

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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:

SPED 117 - The Culture of Disability  
EPSY 220 - Career Development  
EPSY 401 - Child Language and Education  
EPSY 201 - Educational Psychology  
EPSY 400 - Psyc of Learning in Education

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

[Lambert, Matt final.pdf](#)  
[Christianson\\_Re\\_ Requesting your acknowledgment for LES  
revisions.pdf](#)

## Program Features

Academic Level      Undergraduate

Does this major      Yes  
have transcribed  
concentrations?

Concentrations

| Concentrations(s)   |
|---|
| <a href="#"><u>Learning &amp; Education Studies: Educational Technology, BS</u></a>                               |
| <a href="#"><u>Learning &amp; Education Studies: Inclusive Leadership &amp; Learning in Organizations, BS</u></a> |

Will you admit to      No  
the concentration  
directly?

Is a concentration      Yes  
required for  
graduation?

What is the longest/maximum time to completion of this program?  
4 years

What are the minimum Total Credit Hours required for this program?  
120 hours



CIP Code 130101 - Education, General.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

No

## Program of Study

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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, BS degree program will not complete any upper-division coursework from the major. However, they will complete 24-30 hours of upper-division coursework from their declared concentration. The remaining 10-16 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 a minimum of 24 hours of elective courses regardless of concentration.

Inclusive Leadership & Learning in Organizations: Students must complete a minimum of 12 hours from the list below and 12 hours of related upper-division coursework within the College of Education, selected in consultation with an academic advisor (for a total of 24 hours).

EPOL 310 (3)

EPOL 375 (3)

EPOL 471 (3)

EPOL 473 (3)

EPOL 491 (3)

Educational Technology: Students must complete a minimum of 15 hours from the list below and 15 hours of upper-division coursework within the College of Education, selected in consultation with an academic advisor (for a total of 30 hours).

CI 312 (3)

CI 317 (3)

CI 380 (3)

CI 382 (3)

CI 489 (3)

Revised programs      [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, BS\(225\).xlsx](#)  
[Sample Sequence LESBS.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 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    |
| <a href="#">fulfilled by CI 210 and EPSY 201</a>   |      |
| 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

|   |   |                  |
|---|---|------------------|
| <u>EDUC 101</u>   | Education Orientation Seminar   | 1                |
| Learning & Education Studies Core   |   | 14-15            |
| <del>Choose two courses from the following Education Foundations:</del>           |   | <del>6-7</del>   |
| <del>EDUC 201</del>   | <del>Identity and Difference in Education</del>   |                  |
| <del>or EPOL 201</del>  | <del>Foundations of Education</del>   |                  |
| <del>or EPOL 202</del>  | <del>Foundations of Education-ACP</del>   |                  |
| <del>EPSY 220</del>   | <del>Career Theory and Practice</del>   |                  |
| <del>SPED 117</del>   | <del>The Culture of Disability</del>  |                  |
| <del>Choose six courses from the following, with at least two in each area:</del> |   | <del>18-20</del> |
| <u>CI 210</u>   | Introduction to Digital Learning Environments   | 3                |
| <del>CI 415</del>   | <del>Language Varieties, Cultures and Learning</del>  |                  |
| <u>EDUC 205</u>   | <u>Introduction to Learning and Education Studies</u>   | <u>2</u>         |
| <u>EPOL 201</u>   | <u>Foundations of Education</u>   | <u>3-4</u>       |
| <u>or EPOL 202</u>  | <u>Foundations of Education-ACP</u>   |                  |
| <u>EPOL 215</u>   | <u>Introduction to Diversity, Equity, and Inclusion in Educational and Workplace Environments</u>           | <u>3</u>         |
| <u>EPSY 201</u>   | Educational Psychology  | 3                |
| <del>EPSY 400</del>   | <del>Psychology of Learning in Education</del>  |                  |
| <del>EPSY 401</del>   | <del>Child Language and Education</del>   |                  |
| <del>Leadership in a Diverse Global Economy:</del>                                |   |                  |
| <del>EDUC 202</del>   | <del>Social Justice, School and Society (May count toward the Core or Concentration requirement only)</del> |                  |
| <del>EPOL 310</del>   | <del>Race and Cultural Diversity</del>  |                  |
| <del>EPOL 402</del>   | <del>Asian American Education (May count toward the Core or Concentration requirement only)</del>           |                  |
| <del>EPOL 403</del>   | <del>Historical and Social Barriers (May count toward both the Core and Concentration requirements)</del>   |                  |
| <del>EPOL 473</del>   | <del>Facilitation Skills (May count toward both the Core and Concentration requirements)</del>              |                  |
| <del>EPOL 474</del>   | <del>Diversity in the Workplace (May count toward both the Core and Concentration requirements)</del>       |                  |

Students must complete 33 credit hours within one of the following areas of concentration:

~~Educational Equality & Cultural Understanding~~

Educational Technology

~~Workplace Training & Development~~

Inclusive Leadership & Learning in Organizations

Corresponding

BS Bachelor of Science

Degree

## 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

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This program is  
available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

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Desired Effective

Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

## Enrollment

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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 Learning & Education Studies, BS degree program 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.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully  
implemented)

What is the  
matriculation term  
for this program?

Fall

## Budget

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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

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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

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition,  
or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Undergraduate Base

Are you seeking a change in the tuition rate or differential for this program?

No

## 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 diversity and organizational leadership, including print and online books, and journal titles such as Journal of leadership & organizational studies; E-journal of organizational learning and leadership; and Educational management, administration & leadership. The current proposal has no impact on library resources and services. If the program expands beyond the anticipated 5 year growth, the need for Library resources should be revisited with Library personnel.

### EP Documentation

EP Control Number      EP.25.100

Attach Rollback/  
Approval Notices

### Non-EP Documentation

U Program Review  
Comments

Rollback  
Documentation and  
Attachment

### DMI Documentation

Attach Final  
Approval Notices

Banner/Codebook  
Name  
BS: Learning & Ed Studies-UIUC

Program Code: 10KN5391BS

Minor Conc  
Code Code

Degree BS  
Code 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 **Melissa Steinkoenig (menewell) (03/05/25 12:58 pm):** Gen Ed Table good  
Comments **Brooke Newell (bsnewell) (03/31/25 9:09 am):** Per discussion and email with Roxanne S,  
updates made to proposal.