Program Change Request

Date Submitted: 02/26/24 10:18 am

Viewing: **5417 : Learning & Education Studies:** Educational Technology, BS  
**Digital Environments for Learning, Teaching & Agency, BS**

Last approved: 10/09/19 1:49 pm  
Last edit: 03/28/24 9:05 am  
Changes proposed by: Kelli Halfman

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**Catalog Pages Using this Program**

**DO NOT APPROVE:** Learning & Education Studies: Educational Technology, BS  
Learning & Education Studies: Digital Environments for Learning, Teaching & Agency, BS (DELTAS)

Proposal Type:

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**In Workflow**

1. U Program Review  
2. 1335 Head  
3. KN Committee Chair  
4. KN Dean  
5. University Librarian  
6. COTE Programs  
7. Provost  
8. Senate EPC  
9. Senate  
10. U Senate Conf  
11. Board of Trustees  
12. IBHE  
13. HLC  
14. DMI

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**Approval Path**

1. 02/28/24 8:14 am  
   Donna Butler (dbutler):  
   Approved for U Program Review

2. 02/28/24 5:56 pm  
   Sarah McCarthey (mccarthe):  
   Approved for 1335 Head

3. 03/05/24 1:35 pm  
   Kary Zarate (kzarat2):  
   Approved for KN Committee Chair

4. 03/05/24 2:47 pm  
   Sarah McCarthey (mccarthe):  
   Approved for KN Dean

5. 03/05/24 5:11 pm  
   Claire Stewart (clairest):
Approved for University Librarian
6. 03/05/24 5:29 pm
Suzanne Lee (suzannel): Approved for COTE Programs
7. 03/07/24 4:04 pm
Brooke Newell (bsnewell): Rollback to KN Dean for Provost
8. 03/07/24 4:21 pm
Sarah McCartney (mccarthe): Approved for KN Dean
9. 03/08/24 9:07 am
Chris Prom (prom): Rollback to KN Dean for University Librarian
10. 03/08/24 9:59 am
Lori Fuller (harvey1): Approved for KN Dean
11. 03/18/24 10:18 am
Claire Stewart (clairest): Approved for University Librarian
12. 03/18/24 10:43 am
Suzanne Lee (suzannel): Approved for COTE Programs
13. 03/21/24 10:38 am
Brooke Newell (bsnewell): Approved for Provost
This proposal is for a:
Revision

Administration Details

Official Program: Learning & Education Studies: Educational Technology, BS Digital Environments for Learning, Teaching & Agency, BS

Diploma Title

Sponsor College: Education

Sponsor Department: Education Administration

Sponsor Name: Sarah McCarthey Lisa Monda-Amaya

Sponsor Email: mccarthe@illinois.edu lmonda@illinois.edu

College Contact: Kelli Halfman Kathy Stalter

College Contact Email: halfman@illinois.edu kstalter@illinois.edu

College Budget Officer

College Budget Officer Email

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?

No
Proposal Title
Effective Catalog  Fall 2024
Term

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 Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise and Rename the Concentration in Digital Environments for Learning, Teaching and Agency 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 during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

This Concentration in Educational Technology (key 771) is related to the Learning & Education Studies, BS proposal (key 108) and subsequent Learning & Education Studies Concentrations in Educational Equality & Cultural Understanding (key 769) and Workplace Training & Development (key 770).

Program Justification

Program Justification

Provide a brief description of what changes are being made to the program.

The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified per the Office of the Provost and campus guidance for transparency. Additionally, per campus guidelines, the LES Core has been added to the concentration POS.

More specifically, program revisions include:
1. The concentration name has been revised from Digital Environments for Learning, Teaching and Agency to Educational Technology.
2. SPED 312 was removed from the POS.
3. EPSY 236 has been removed from the POS.
4. CI 482 was removed from the "Learning in Social & Developmental Contexts" area.
5. The CI 499 special topics courses (sections: Critiques in Educational Technology and Attention, Learning and Technology) have been removed.
6. EPSY 491 was removed from the POS.
7. The EDUC 101 Orientation Seminar course has been moved to the "College Requirements" section of the POS.
8. PSYC 100 has been removed under "Social & Behavioral Sciences."
9. The first learning outcome was modified from "Students will acquire deep knowledge of content in the workplace" to "Students will acquire deep knowledge of content relevant to the workplace."
10. In parenthesis, we added "May count toward both the Core and Concentration requirements" for CI 210, EPOL 403, EPOL 473, and EPOL 474.
11. In parenthesis, we added "May count toward the Core or Concentration..."
requirement only” for EDUC 202 and EPOL 402.

12. The basic statistical methods Gen Ed requirement (e.g., SOC 280, PSYC 235, or STAT 100) has been removed.
13. EPOL 350 has been removed from the POS.

Please note: Total degree hours have remained the same (120 hours).

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/)

No
Why are these changes necessary?

The College of Education seeks to follow CIM system best practices and recommendations provided by the Office of the Provost and/or the Office of the Registrar to best articulate all requirements.

1. The name "Educational Technology" will convey the numerous ways that technology is relevant to educational practice. This includes designing new technologies that address specific learning and teaching needs, but it also includes the application of existing technologies and understanding the cognitive and social effects of using technology in educational contexts. We have also chosen this new name because it is a recognizable term that is associated with a distinct job sector in the U.S. (e.g., several Job Boards exist that focus specifically on Ed Tech). The coursework changes most accurately reflect the coursework that is available to complete the LES degree for undergraduate students enrolled in the program. We also believe the concentration name change will be transformative in our ability to communicate to prospective students and parents the focus and job potential of this degree. It should also be noted that other concentrations in similar programs at other Universities use the Educational Technology name, such as the concentration in the Educational Sciences program at the University of Florida: https://education.ufl.edu/education-sciences/program-highlights/.

2. SPED 312 was removed from the POS because the Department of Special Education is no longer offering this course regularly, as no faculty can currently teach it.

3. Per the dept chair, EPSY 236 has not been offered since Spring 2017, and the dept does not have capacity to resurrect it (per EPSY 236 & 491 attached doc).

4. CI 482 was removed from the "Learning in Social & Developmental Contexts" area because it is already listed in the more appropriate "Learning & Technology Electives" area.

5. Two sections of CI 499 have been removed, as the courses are now being proposed and/or approved as a 500-level course intended for graduate students.

6. EPSY 491 has been removed (due to an error) as the course is restricted to master’s degree candidates.

7. The EDUC 101 course was moved to the appropriate section, as it is a College requirement, not a Gen Ed requirement.

8. PSYC 100 was removed because we may no longer require specific Gen Eds not listed in the program of study (or major requirements).

9. To address rollback comment from Liv T. Davila (key 771) dated 4/11/23, requesting to clarify learning objective. The learning outcome language is now more aligned with the program's desired outcome.

10. Added text for greater clarification and transparency of degree requirements.

11. Added text for greater clarification and transparency of degree requirements.

12. The basic statistical methods Gen Ed requirement (e.g., SOC 280, PSYC 235, or STAT 100) was removed because we may no longer require specific Gen Eds not listed in the program of study (or major requirements).

13. EPOL 350 is being deactivated, as it has never been offered.
upper-division: [CI 415, EPSY 400, EPSY 401, EPOL 310, EPOL 402, EPOL 403, EPOL 473, EPOL 474].

Educational Technology Concentration: (24 hours); 12 out of 13 course options are upper-division. At least 15 hours must be upper-division: [CI 489, BCOG 458, EPSY 427, EPSY 490, CI 424, CI 446, EPSY 407, EPSY 490, CI 437, CI 438, CI 482, CI 499]

A minimum of 24 hours must be upper-division. At a maximum, all hours (44 hours) could be upper-division. Even if the student only gets 24 hours of upper-division courses from required courses, the sample sequence allows for 30 hours of electives that could be used to provide the remaining 16 hours of upper-division courses.

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?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

EPSY 490 - Developments in Educ Psyc
SPED 312 - Intro to Ed Technology
CI 446 - Culture in the Classroom
BCOG 458 - Adv in Brain & Cognitive Sci
CI 439 - Critiques of Educational Tech
EPSY 491 - Educ Psyc Field Instruction
CI 482 - Social Learning and Multimedia
PSYC 100 - Intro Psych
PSYC 235 - Intro to Statistics
SOC 280 - Intro to Social Statistics
STAT 100 - Statistics
EPSY 236 - Child Dev in Education
CI 499 - Issues and Development in Educ

Please attach any letters of support/acknowledgement for any Instructional Resources

EPSY 491 Acknowledgment Christianson.pdf
SPED 312 Acknowledgment Perry .pdf
STAT 100 _LES Core.pdf
EPSY 236 _LES DELTA.pdf
PSYC 235 _LES Core.pdf
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.

List the program’s student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

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).**

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.

Is the career/profession for graduates of this program regulated by the State of Illinois? No

Program of Study

*Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses* (source: https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf). For proposals for new bachelor’s degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide...
Revised programs

Sample Sequence LES Ed Tech FEB2024 (1).docx
LES Ed Tech (formerly DELTA).xlsx

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

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. Digital Environments for Learning, Teaching and Agency (DELTA) Concentration The following courses are required for this concentration. These hours Changes/additions to this list can be drawn obtained from all elements of the degree, College office. 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I</td>
<td>4-6</td>
<td></td>
</tr>
<tr>
<td>Advanced Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities &amp; the Arts (6 hours)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences &amp; Technology (6 hours)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences (6 hours)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Cultural Studies: Non-Western Cultures (1 course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cultural Studies: US Minority Cultures (1 course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cultural Studies: Western/Comparative Cultures (1 course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)</td>
<td>6-10</td>
<td></td>
</tr>
<tr>
<td>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</td>
<td>0-15</td>
<td></td>
</tr>
</tbody>
</table>

Approvals for substitution must be submitted by petition to the College office for approval by the Assistant Dean for Academic Affairs.

College of Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>Education Orientation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Learning &amp; Education Studies Core</td>
<td>24-27</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td></td>
<td><strong>Choose two courses from the following Education Foundations:</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC 201</td>
<td>Identity and Difference in Education</td>
<td>6-7</td>
</tr>
<tr>
<td>or EPOL 201</td>
<td>Foundations of Education</td>
<td></td>
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<tr>
<td>or EPOL 202</td>
<td>Foundations of Education-ACP</td>
<td></td>
</tr>
<tr>
<td>EPSY 220</td>
<td>Career Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>SPED 117</td>
<td>The Culture of Disability</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Choose six courses from the following, with at least two courses in each area:</strong></td>
<td>18-20</td>
</tr>
<tr>
<td></td>
<td><strong>Learning &amp; Instruction:</strong></td>
<td></td>
</tr>
<tr>
<td>CI 210</td>
<td>Introduction to Digital Learning Environments (May count toward both the Core and Concentration requirements)</td>
<td></td>
</tr>
<tr>
<td>CI 415</td>
<td>Language Varieties, Cultures and Learning</td>
<td></td>
</tr>
<tr>
<td>EPSY 201</td>
<td>Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>EPSY 400</td>
<td>Psychology of Learning in Education</td>
<td></td>
</tr>
<tr>
<td>EPSY 401</td>
<td>Child Language and Education</td>
<td></td>
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<tr>
<td></td>
<td><strong>Leadership in a Diverse Global Economy:</strong></td>
<td></td>
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<tr>
<td>EDUC 202</td>
<td>Social Justice, School and Society (May count toward the Core or Concentration requirement only)</td>
<td></td>
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<tr>
<td>EPOL 310</td>
<td>Race and Cultural Diversity</td>
<td></td>
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<tr>
<td>EPOL 402</td>
<td>Asian American Education (May count toward the Core or Concentration requirement only)</td>
<td></td>
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<tr>
<td>EPOL 403</td>
<td>Historical and Social Barriers (May count toward both the Core and Concentration requirements)</td>
<td></td>
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<tr>
<td>EPOL 473</td>
<td>Facilitation Skills (May count toward both the Core and Concentration requirements)</td>
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<tr>
<td>EPOL 474</td>
<td>Diversity in the Workplace (May count toward both the Core and Concentration requirements)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Course List</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Educational Technology Concentration</strong></td>
<td>24</td>
</tr>
<tr>
<td>CI 210</td>
<td>Introduction to Digital Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>CI 489</td>
<td>Educational Technology Capstone Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Choose one course from the Learning and Cognition area:</strong></td>
<td>3</td>
</tr>
<tr>
<td>BCOG 458</td>
<td>Advances in Brain and Cognitive Science</td>
<td></td>
</tr>
<tr>
<td>EPSY 427</td>
<td>Learning from Text</td>
<td></td>
</tr>
<tr>
<td>EPSY 490</td>
<td>Developments in Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>EPSY-491</td>
<td>Educational Psychology Field Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Choose two courses from the Learning in Social and Developmental Contexts area:</strong></td>
<td>6</td>
</tr>
<tr>
<td>CI 424</td>
<td>Child Development &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>CI 446</td>
<td>Culture in the Classroom</td>
<td></td>
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<tr>
<td>EPSY 407</td>
<td>Adult Learning and Development</td>
<td></td>
</tr>
<tr>
<td>EPSY 490</td>
<td>Developments in Educational Psychology (Learning in Everyday Contexts section)</td>
<td></td>
</tr>
<tr>
<td>SPED 312</td>
<td>Introduction to Educational Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Choose three courses from the Learning and Technology Electives area:</strong></td>
<td>9</td>
</tr>
<tr>
<td>CI 437</td>
<td>Educational Game Design</td>
<td></td>
</tr>
<tr>
<td>CI 438</td>
<td>Computer Programming and the Classroom</td>
<td></td>
</tr>
<tr>
<td>CI-482</td>
<td>Social Learning and Multimedia</td>
<td></td>
</tr>
<tr>
<td>CI-499</td>
<td>Issues and Development in Education (Attention, Learning and Technology section)</td>
<td></td>
</tr>
</tbody>
</table>
Program Relationships

Corresponding Program(s):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 482</td>
<td>Social Learning and Multimedia</td>
</tr>
<tr>
<td>CI 499</td>
<td>Issues and Development in Education (Designing Learning Spaces section)</td>
</tr>
<tr>
<td>CI 499</td>
<td>Issues and Development in Education (Critiques of Educational Technology section)</td>
</tr>
</tbody>
</table>

Program Features

Academic Level: Undergraduate

Is This a Teacher Certification Program?
No

Will specialized accreditation be sought for this program?
No

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

Delivery Method

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

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.

This revision shall not negatively impact students enrolled in the degree program, as the renaming of the concentration is necessary to best accurately describe the concentration. Despite course removals, there are ample courses to choose from to complete the degree.

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.

Faculty resources, including the number of faculty, class size, teaching loads, and student-faculty ratios, shall not be impacted by this revision. Side note: CI 499 sections have been removed, as they will soon become 500-level courses for graduate students.

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.

University Library resources, collections, and services are sufficient to support students in this program.

EP Documentation

EP Control Number

EP.24.096

Attach Rollback/Approval Notices

This proposal requires HLC inquiry

No
Digital Environments for Learning, Teaching, and Agency

Program Code: 5417

Minor Code  Conc Code  5417  Degree Code  BS  Major Code

Senate Approval Date
Senate Conference Approval Date
BOT Approval Date
IBHE Approval Date
HLC Approval Date
DOE Approval Date
Effective Date:

Attached Document

Justification for this request

Deb Forgacs (dforgacs) (04/20/22 2:33 pm): Rollback: Update of Official Program Name and effective term.
Lori Fuller (harvey1) (05/03/22 3:45 pm): Rollback: We need a few edits to the program. The Assessment section needs to be completed. The program of study text needs to be edited to remove the DELTA.
Brooke Newell (bsnewell) (02/22/23 10:46 am): Rollback: Email sent to Kelli
Brooke Newell (bsnewell) (02/24/23 12:04 pm): Rollback: Email sent to Kelli
Brooke Newell (bsnewell) (02/27/23 11:41 am): Rollback: Per discussion with Kelli re: LOA and Justification
Brooke Newell (bsnewell) (02/28/23 12:09 pm): Rollback: Email sent to Kelli
Liv Thorstensson Davila (livtd) (04/11/23 12:11 pm): Rollback: Please clarify learning objective #1: "deep knowledge of content in the workplace"
Brooke Newell (bsnewell) (01/26/24 9:12 am): Rollback: Email sent to Kelli, Sarah, and Lori
Brooke Newell (bsnewell) (02/13/24 8:17 am): Rollback: Email sent to Kelli, Sarah, and Lori
Brooke Newell (bsnewell) (02/26/24 9:44 am): Rollback: Per conversation with Kelli
Brooke Newell (bsnewell) (03/07/24 4:04 pm): Rollback: Per request by Kelli Halfman.
Chris Prom (prom) (03/08/24 9:07 am): Rollback: approved prematurely
Thanks Kiel for bringing EPSY 236 to our attention. It's good to know there are no plans to teach it anytime soon.

EPSY 236 is actually listed in the Ed Foundations Core Requirements of the LES program. So it's not just part of the DELTA concentration but the whole LES degree. It should get removed for sure, but probably better done as part of the full curriculum revision of the LES program (we're working on this currently but isn't likely to go live till 2025). The change that Kelli is referring to is renaming the DELTA concentration to Educational Technology, so we're just making a few small changes for that concentration we can get away with now.

Does that make sense? I will definitely be consulting with you about the bigger changes we're going to make to LES and what courses from EPSY we should include. CI430 sounds like a good option.

cc'ing Chris as he was kind enough to respond to this issue earlier today.

Robb
Hi Kelli,

I’m OK with removing 491 from the concentration requirements.

I do see, however, that EPSY 236 is one of the Education Foundations options in the DELTA BS. This appears to be another instance where a course was added that is not currently being taught. 236 hasn’t been taught since 2017. We don’t currently have the capacity to resurrect it. I would recommend substituting EPSY 430 (adolescent development) as it does take a life-span view.

I’m curious to hear Sarah’s and Robb’s thoughts on this...

kiel

Dear Kiel,

C&I is in the process of submitting a name change proposal for the Digital Environments for Learning, Teaching & Agency (DELTA) concentration of the Learning & Education Studies bachelor’s degree. It also came to my attention that EPSY 491 Educational Psychology Field Instruction must have incorrectly been added to the concentration curriculum, as EPSY 491 is limited to
master’s students enrolled in the Department of Educational Psychology.

To remove the EPSY 491 course from the concentration program of study, we must obtain a letter of acknowledgment (which can be in the form of an email) from you as the department chair, acknowledging and/or supporting the removal of this course from the DELTA concentration curriculum.

We ask that you please reply to this email with the letter of acknowledgment at your earliest convenience. Let me know if you have any questions or concerns.

Many thanks,
Kelli

KELLI HALFMAN (she/her) 📩
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs
Suite 110, Education Building
1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu
Phone: 217-333-2800

Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.
Hello Kelli,

I acknowledge the removal of SPED 312 from the DELTA concentration curriculum.

Best,

Michelle

Michelle Perry, Ph.D.
Interim Head, Department of Special Education
Professor, Department of Educational Psychology
Affiliate, Beckman Institute for Advanced Science and Technology

Dear Michelle,

C&I is in the process of submitting a name change proposal for the Digital Environments for Learning, Teaching & Agency (DELTA) concentration of the Learning & Education Studies bachelor’s degree. It also came to my attention that SPED 312 Intro to Educational Technology will be removed from the curriculum as the course will NOT be taught regularly because no faculty can currently teach the course.

To remove the SPED 312 course from the concentration program of study, we must obtain a letter of acknowledgment (which can be in the form of an email) from you as the department chair, acknowledging and/or supporting the removal of this course from the DELTA concentration curriculum.

We ask that you please reply to this email with the letter of acknowledgment at your earliest convenience. Let me know if you have any questions or concerns.

Many thanks,

Kelli

KELLI HALFMAN (she/her)
Assistant to the Associate Dean
Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.
Hi Kelli,

You can take this email message as an acknowledgement of this message and proposal.

best,
Aaron

________________________
Aaron S. Benjamin
Professor and Acting Head, Department of Psychology, University of Illinois Urbana-Champaign
Editor, Journal of Experimental Psychology: Learning, Memory, and Cognition

https://publish.illinois.edu/benjaminlab/

From: Halfman, Kelli A <halfman@illinois.edu>
Sent: Monday, January 29, 2024 9:43 AM
To: Benjamin, Aaron S <asbenjam@illinois.edu>
Cc: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Re: Notice re: plans to remove PSYC 100 from Learning & Education Studies, BS program

Good morning, Dr. Benjamin—and happy Monday!

I am writing on behalf of the College of Education, requesting a letter of acknowledgment (or email reply; see p. 2 of the attached PDF) for the removal of PSYC 100, which is currently a required Social & Behavioral Science Gen Ed for the Learning & Education Studies program.

Per new best practices and recommendations from the Office of the Provost, we shall not require a Gen Ed if it is not a required major course. Thus, we intend to remove PSYC 100 from the curriculum. Once the revision is approved, PSYC 100 will not appear in the curriculum.

Thank you,
Kelli

KELLI HALFMAN (she/her) 🕵️
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs
1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu
Greetings, Dr. Aaron Benjamin. I hope the start of the semester is treating you well and that you are staying warm this week!

I am writing to inform you that the College of Education plans to remove the PSYC 100 Gen Ed requirement from our Learning & Education Studies, BS program of study. The course is not required to complete the major, per se, but PSYC 100 is currently listed as a Social & Behavioral Science Gen Ed requirement.

Per new best practices and recommendations from the Office of the Provost, we shall not be requiring a Gen Ed if it is not a required major course. Thus, we intend to remove PSYC 100 from the Learning & Education Studies, BS degree program.

Sincerely,
Kelli

KELLI HALFMAN (she/her)
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs
1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu
Phone: 217-333-2800
https://education.illinois.edu
HI Kelli

I am so sorry- I thought I responded. This is fine with me, given my limited knowledge of the programs!

Micki

Michaelene M. Ostrosky
Grayce Wicall Gauthier Professor of Education
Interim Head of Curriculum & Instruction
College of Education/University of Illinois
305 Education
1310 South Sixth Street
Champaign, IL 61820
(217) 300-6723
Hi, Micki. I hope you are doing well and staying warm this week!

Re: Learning & Education Studies, Educational Technology concentration

I’m writing to inform you that CI 482 Social Learning and Multimedia is listed twice in the Learning and Education: Educational Technology, BS degree program under two elective areas: (1) Learning in Social and Developmental Contexts, and (2) Learning and Technology. Among program revision discussions, it was decided by former Department Head of C&I, Sarah McCarthey, in February 2023 that CI 482 shall only remain under the “Learning in Social and Developmental Contexts” area (see attached).

However, Associate Dean Sarah McCarthey now favors keeping CI 482 under the Learning and Technology” area. Two CI 499 sections are pending and/or approved as 500-level C&I courses intended for graduate students, leaving only three courses in that area—and students must complete three. By keeping CI 482, students can choose three of four courses.

Thank you in advance for your acknowledgment.

Sincerely,
Kelli

KELLI HALFMAN (she/her)  
Assistant to the Associate Dean

College of Education  
Office of Undergraduate Programs
Thanks again for letting me know. I acknowledge this curriculum change.

--aaron

KELLI HALFMAN (she/her)  
Assistant to the Associate Dean

College of Education  
Office of Undergraduate Programs
Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.
Hi Kelli,
Thank you for seeking acknowledgement of removal of SOC 280. We acknowledge that this course will be removed.
Thank you,
Reuben

---

Author of *Urban Nightlife: Entertaining Race, Class, and Culture in Public Space*

Reuben A. Buford May, Ph.D.
Professor and Head
Florian Znaniecki Professorial Scholar
Department of Sociology
University of Illinois at Urbana-Champaign
3120 Lincoln Hall
702 S. Wright St.
Urbana, IL 61801
1-217- 300-6960

From: Halfman, Kelli A <halfman@illinois.edu>
Date: Monday, January 29, 2024 at 3:34 PM
To: May, Reuben A Buford <rabm@illinois.edu>
Cc: Riley, Rebecca H <rriley@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Seeking acknowledgment for the removal of SOC 280 from Learning & Education Studies degree program

Dear Dr. Reuben A. Buford May,

I am writing on behalf of the College of Education to request a letter of acknowledgment (or email reply) for the removal of SOC 280 from the Learning & Education Studies bachelor’s degree program. The course is currently listed under the Quantitative Reasoning subheading, instructing students to choose from “An approved basic course in statistical methods, such as STAT 100, SOC 280, or PSYC 235.”
Per new best practices and recommendations from the Office of the Provost, we shall not require a Gen Ed if it is not a required major course. Thus, we intend to remove SOC 280 from the curriculum. Once the revision is approved, SOC 280 will not appear in the curriculum.

Sincerely,

Kelli

KELLI HALFMAN (she/her)  
Assistant to the Associate Dean

College of Education  
Office of Undergraduate Programs  
1310 S. Sixth Street, Champaign, IL 61820  
Email: halfman@illinois.edu  
Phone: 217-333-2800  
https://education.illinois.edu

Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.
Dear Dr. Bo Li,

I am writing on behalf of the College of Education to request a letter of acknowledgment (or email reply) for the removal of STAT 100 from the Learning & Education Studies bachelor’s degree program. The course is currently listed under the Quantitative Reasoning subheading, instructing students to choose from “An approved basic course in statistical methods, such as STAT 100, SOC 280, or PSYC 235.”

Per new best practices and recommendations from the Office of the Provost, we shall not require a Gen Ed if it is not a required major course. Thus, we intend to remove STAT 100 from the curriculum. Once the revision is approved, STAT 100 will not appear in the curriculum.

Sincerely,
Kelli

KELLI HALFMAN (she/her)  📩
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs
1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu
Phone: 217-333-2800
https://education.illinois.edu
Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.
Thanks Kiel for bringing EPSY 236 to our attention. It's good to know there are no plans to teach it anytime soon.

EPSY 236 is actually listed in the Ed Foundations Core Requirements of the LES program. So it's not just part of the DELTA concentration but the whole LES degree. It should get removed for sure, but probably better done as part of the full curriculum revision of the LES program (we're working on this currently but isn't likely to go live till 2025). The change that Kelli is referring to is renaming the DELTA concentration to Educational Technology, so we're just making a few small changes for that concentration we can get away with now.

Does that make sense? I will definitely be consulting with you about the bigger changes we're going to make to LES and what courses from EPSY we should include. CI430 sounds like a good option.

cc'ing Chris as he was kind enough to respond to this issue earlier today.

Robb
Hi Kelli,

I’m OK with removing 491 from the concentration requirements.

I do see, however, that EPSY 236 is one of the Education Foundations options in the DELTA BS. This appears to be another instance where a course was added that is not currently being taught. 236 hasn’t been taught since 2017. We don’t currently have the capacity to resurrect it. I would recommend substituting EPSY 430 (adolescent development) as it does take a life-span view.

I’m curious to hear Sarah’s and Robb’s thoughts on this...

kiel
hi Kelli
I acknowledge these changes.
Micki

Michaelene M. Ostrosky
Grayce Wicall Gauthier Professor of Education
Interim Head of Curriculum & Instruction
College of Education/University of Illinois
305 Education
1310 South Sixth Street
Champaign, IL 61820
(217) 300-6723

Hi, Micki. I hope you are doing well.

This email serves as a friendly reminder that the following sections of CI 499 will be removed from the Learning & Education Studies: Educational Technology (renamed from DELTA), BS program, assuming the new program revision is approved. The removal of these sections is because these courses will soon be proposed as a 500-level course intended for graduate students.

- CI 499 Issues and Development in Education (Attention, Learning and Technology section)
- CI 499 Issues and Development in Education (Critiques of Educational Technology section)
Can you please reply to this email and acknowledge these program revisions?

Thank you,
Kelli

KELLI HALFMAN (she/her)
Assistant to the Associate Dean

College of Education
Office of Undergraduate Programs
1310 S. Sixth Street, Champaign, IL 61820
Email: halfman@illinois.edu
Phone: 217-333-2800
https://education.illinois.edu

Under the Illinois Freedom of Information Act, any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.
### Learning & Education Studies: Educational Technology, B.S.
Sample 4-Year Sequence (Total: 120 hours)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC 101</td>
<td>1 hour</td>
</tr>
<tr>
<td>CI 210</td>
<td>3 hours</td>
</tr>
<tr>
<td>Composition I or General Education course</td>
<td>4 hours</td>
</tr>
<tr>
<td>Language Other Than English (3rd level)</td>
<td>4 hours</td>
</tr>
<tr>
<td>General Education course</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>15 hours</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Composition I or General Education course</td>
<td>4 hours</td>
</tr>
<tr>
<td>General Education course</td>
<td>3 hours</td>
</tr>
<tr>
<td>General Education course</td>
<td>3 hours</td>
</tr>
<tr>
<td>General Education course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective course</td>
<td>2 hours</td>
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<tr>
<td><strong>Total Hours</strong></td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Educational Foundations course</td>
<td>3 hours</td>
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<tr>
<td>Educational Foundations course</td>
<td>3 hours</td>
</tr>
<tr>
<td>General Education course</td>
<td>3 hours</td>
</tr>
<tr>
<td>General Education course</td>
<td>3 hours</td>
</tr>
<tr>
<td>General Education course</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>15 hours</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Leadership in a Diverse Global Economy course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Learning &amp; Instruction course</td>
<td>3 hours</td>
</tr>
<tr>
<td>General Education course</td>
<td>3 hours</td>
</tr>
<tr>
<td>General Education course</td>
<td>3 hours</td>
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<tr>
<td>General Education course</td>
<td>3 hours</td>
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<td><strong>Total Hours</strong></td>
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<table>
<thead>
<tr>
<th>Third Year</th>
<th>Hours</th>
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<tbody>
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<tr>
<td>Learning &amp; Instruction course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Leadership in a Diverse Global Economy course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Learning &amp; Instruction or Leadership in a Diverse Global Economy course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective course</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>15 hours</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Learning and Technology Elective course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Learning and Cognition course</td>
<td>3 hours</td>
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<tr>
<td>Learning &amp; Instruction or Leadership in a Diverse Global Economy course</td>
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</tr>
<tr>
<td>Elective course</td>
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<tr>
<td>Elective course</td>
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<tr>
<td><strong>Total Hours</strong></td>
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<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Hours</th>
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<tbody>
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<td><strong>Fall Semester</strong></td>
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</tr>
<tr>
<td>Learning and Technology Elective course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Learning in Social and Developmental Contexts course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Learning in Social and Developmental Contexts course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective course</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>15 hours</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>CI 489</td>
<td>3 hours</td>
</tr>
<tr>
<td>Learning and Technology Elective course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective course</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>15 hours</td>
</tr>
</tbody>
</table>
## Learning and Education Studies, BS

**Program of Study (To appear in Academic Catalog upon approval)**

### General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education Requirements</td>
<td>89</td>
</tr>
<tr>
<td>University Requirements</td>
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<tr>
<td>General Education Requirements</td>
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<tr>
<td>University Requirements</td>
<td>8</td>
</tr>
<tr>
<td>College of Education Requirements</td>
<td>61</td>
</tr>
</tbody>
</table>

### University Requirements

- Minimum of 60 hours of upper-division coursework (generally 300- or 400-level).
- Successful completion of the Program of Study (To appear in Academic Catalog upon approval)

#### Core Requirements

- **EDUC 201**: Introduction to Digital Learning Environments
- **EDUC 400**: Advanced Composition
- **EDUC 401**: Child Language and Education
- **EDUC 490**: Developments in Educational Psychology (Multimedia Comprehension section)
- **CI 210**: Introduction to Digital Learning Environments
- **CI 401**: Educational Psychology
- **CI 405**: Psychological Learning in Education
- **CI 410**: Language, Development, and Communication
- **CI 450**: Adult Learning and Development
- **CI 485**: Educational Technology Capstone
- **CI 490**: Advanced Social Research

### University Core Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I</td>
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</tr>
<tr>
<td>Composition II</td>
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</tr>
<tr>
<td>Social &amp; Behavioral Sciences (6 hours)</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences and Technology</td>
<td>6</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences (6 hours)</td>
<td>6</td>
</tr>
<tr>
<td>Cultural Studies: Asian American Education</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Studies: Western/Comparative Cultures (3 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Linguistic &amp; Literary Studies (6 hours)</td>
<td>6</td>
</tr>
<tr>
<td>Social Justice, School and Society (May not be counted toward both Core and Concentration requirements)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Concentration Requirements

- **Learning & Education Studies Core**: 24-27
- **Learning & Technology Electives**: 9
- **Learning in Social & Developmental Contexts**: 6
- **Learning Foundation**: 6-7

### University Core Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Composition I</td>
<td>4</td>
</tr>
<tr>
<td>Composition II</td>
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<tr>
<td>Additional Composition</td>
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<tr>
<td>Additional Composition</td>
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<tr>
<td>Social &amp; Behavioral Sciences (6 hours)</td>
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<tr>
<td>Natural Sciences and Technology</td>
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</tr>
<tr>
<td>Social &amp; Behavioral Sciences (6 hours)</td>
<td>6</td>
</tr>
<tr>
<td>Cultures &amp; Literatures (6 hours)</td>
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</tr>
<tr>
<td>Social Justice, School and Society (May not be counted toward both Core and Concentration requirements)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Concentration Requirements

- **Learning & Education Studies Core**: 24-27
- **Learning & Technology Electives**: 9
- **Learning in Social & Developmental Contexts**: 6
- **Learning Foundation**: 6-7

### Total Hours for Graduation

- Minimum of 120 semester hours is necessary for graduation.

### Learning and Education Studies Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUC 201</strong>: Introduction to Digital Learning Environments</td>
<td>4</td>
</tr>
<tr>
<td><strong>EDUC 400</strong>: Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 401</strong>: Child Language and Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 490</strong>: Developments in Educational Psychology (Multimedia Comprehension section)</td>
<td>3</td>
</tr>
<tr>
<td><strong>CI 210</strong>: Introduction to Digital Learning Environments</td>
<td>4</td>
</tr>
<tr>
<td><strong>CI 401</strong>: Educational Psychology</td>
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<tr>
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<tr>
<td><strong>CI 485</strong>: Educational Technology Capstone</td>
<td>3</td>
</tr>
<tr>
<td><strong>CI 490</strong>: Advanced Social Research</td>
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</tbody>
</table>

### Learning & Education Studies Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>EDUC 205</strong>: Foundations of Education</td>
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</tr>
<tr>
<td><strong>EDUC 206</strong>: Foundations of Education (Multimedia Comprehension section)</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 402</strong>: Foundations of Education (Multimedia Comprehension section)</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 405</strong>: Clinical Practice in Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 406</strong>: Psychological Learning in Education (Multimedia Comprehension section)</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 409</strong>: Advanced Social Research</td>
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</tr>
</tbody>
</table>

### Learning in Social & Developmental Contexts

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUC 301</strong>: Introduction to Social Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 302</strong>: Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 303</strong>: Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 304</strong>: Psychological Learning in Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 305</strong>: Language, Development, and Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 306</strong>: Adult Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 307</strong>: Educational Technology Capstone</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 308</strong>: Advanced Social Research</td>
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</tbody>
</table>

### Learning Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>EDUC 101</strong>: Foundations of Education</td>
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<tr>
<td><strong>EDUC 102</strong>: Foundations of Education (Multimedia Comprehension section)</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDUC 402</strong>: Foundations of Education (Multimedia Comprehension section)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Hours

- Total Hours: 120