Program Change Request

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

Viewing: 10KN5391BS: Learning & Education Studies, BS

Last approved: 04/04/22 9:42 am

Last edit: 03/28/24 9:04 am

Changes proposed by: Kelli Halfman

Catalog Pages

Using this Program

Learning & Education Studies, BS
Learning & Education Studies: Educational Equality & Cultural Understanding, BS
Learning & Education Studies: Workplace Training & Development, BS

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

Proposal Type:

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

Approval Path

1. 02/28/24 8:12 am
   Donna Butler (dbutler):
   Approved for U Program Review

2. 02/28/24 5:55 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 4:02 pm
   Claire Stewart (clairest):
6. 03/05/24 4:37 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 4:20 pm
Sarah McCarthey
(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 9:58 am
Lori Fuller
(harvey1):
Approved for KN
Dean

11. 03/18/24 10:14 am
Claire Stewart
(clairest):
Approved for
University
Librarian

12. 03/18/24 10:41 am
Suzanne Lee
(suzannel):
Approved for
COTE Programs

13. 03/21/24 10:38 am
Brooke Newell
(bsnewell):
Approved for
Provost
Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program          Learning & Education Studies, BS
Name
Diploma Title
Sponsor College          Education
Sponsor                Education Administration
Department
Sponsor Name             Sarah McCarthe Nancy Latham
Sponsor Email           mccarthe@illinois.edu nilatha@illinois.edu
College Contact        Kelli Halfman Lori Fuller
College Contact Email   halfman@illinois.edu harvey1@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
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.

More specifically, Learning & Education Studies program revisions include:
1. The EDUC 101 Orientation Seminar course has been moved to the “College Requirements” section of the POS.
2. The PSYC 100 Gen Ed requirement has been removed.
3. The basic statistical methods Gen Ed requirement (e.g., SOC 280, PSYC 235, or STAT 100) has been removed.
4. EPSY 236 has been removed from POS.
5. The "Applied Learning Sciences" concentration has been removed.
6. 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."
7. In parenthesis, we added "May count toward both the Core and Concentration requirements" for CI 210, EPOL 403, EPOL 473, and EPOL 474.
8. In parenthesis, we added "May count toward the Core or Concentration requirement only" for EDUC 202 and EPOL 402.
9. Under "Program Features" in the CIM, the "Does this major have transcripted concentrations?" question has been changed from "No" to "Yes."
10. EPOL 350 has been removed from the POS.

Please note: Total degree hours have remained the same (120 hours); Educational Technology concentration is to be renamed from Digital Environments for Learning, Teaching & Agency (DELTA). The LES major (or core coursework) has not changed, except for the deactivation of EPOL 350.
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 EDUC 101 course was moved to the appropriate section, as it is a College requirement, not a Gen Ed requirement.
2. PSYC 100 was removed because we may no longer require specific Gen Eds not listed in the program of study (or major requirements).
3. 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).
4. Per the dept chair, EPSY 236 has not been offered since Spring 2017, and the dept does not have the capacity to resurrect it (per EPSY 236 & 491 attached doc).
5. The Applied Learning Sciences concentration was deactivated in March 2023.
6. To address the rollback comment from Liv T. Davila (key 771) dated 4/11/23, requesting to clarify the learning objective. The learning outcome language is now more aligned with the program's desired outcome.
7. Added text for greater clarification and transparency of degree requirements.
8. Added text for greater clarification and transparency of degree requirements.
9. The question was inaccurately marked "No," as all concentrations have historically been transcripted.
10. EPOL 350 is being deactivated, as it has never been offered.

Upper-division/advanced coursework breakdown:
Learning & Education Studies Core: Choose six courses with at least two in each area (18-20 hours); 8 out of 12 course options are upper-division. At least 9 hours must be upper-division: [CI 415, EPSY 400, EPSY 401, EPOL 310, EPOL 402, EPOL 403, EPOL 473, EPOL 474].

Concentration: (24 hours); At least 15 hours must be upper-division.

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 26 hours of electives that could be used to provide the remaining 10 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?
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

- **PSYC 100** - Intro Psych
- **PSYC 235** - Intro to Statistics
- **SOC 280** - Intro to Social Statistics
- **STAT 100** - Statistics
- **EPSY 236** - Child Dev in Education

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

**PSYC 100 LES Core.pdf**
**PSYC 235 LES Core.pdf**
**SOC 280 LES Core.pdf**
**STAT 100 LES Core.pdf**
**EPSY 236 (LES Core) & EPSY 491 (DELTA only).pdf**

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**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).** See attachment. Change is in rubric naming only.

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

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 information on how the upper-division hours requirement will be satisfied.

Revised programs
Sample Sequence LES FEB2024.docx
LES MAJOR.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 Degree 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.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition I</td>
<td></td>
<td>4-6</td>
</tr>
<tr>
<td>Advanced Composition</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An approved basic course in statistical methods such as STAT 100, SOC 280, or PSYC 235</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Humanities &amp; the Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities &amp; the Arts (6 hours)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Social &amp; Behavioral Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Sciences (6 hours)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Cultural Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Studies: Non-Western Cultures (1 course)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Cultural Studies: US Minority Cultures (1 course)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Cultural Studies: Western/Comparative Cultures (1 course)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>From Non-Western Culture(s) approved campus list</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language other than English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three years of one language other than English in high school or completion of the third semester of college-level language</td>
<td></td>
<td>0-12</td>
</tr>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 2 from the following Education Foundations:</td>
<td></td>
<td>6-7</td>
</tr>
<tr>
<td>EDUC 201</td>
<td>Identity and Difference in Education</td>
<td></td>
</tr>
<tr>
<td>or EPOL 201</td>
<td>Foundations of Education</td>
<td></td>
</tr>
<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>EPSY 236</td>
<td>Child Development in Education</td>
<td></td>
</tr>
<tr>
<td>SPED 117</td>
<td>The Culture of Disability</td>
<td></td>
</tr>
<tr>
<td>Choose 6 from the following, with at least 2 in each area:</td>
<td></td>
<td>18-20</td>
</tr>
<tr>
<td>Learning and Instruction:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 210</td>
<td>Introduction to Digital Learning Environments</td>
<td></td>
</tr>
<tr>
<td>CI 415</td>
<td>Language Varieties, Cultures and Learning</td>
<td></td>
</tr>
<tr>
<td>EPOL 350</td>
<td>Social Learning and Knowledge</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>
</tr>
<tr>
<td>Leadership in a Diverse Global Economy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 202</td>
<td>Social Justice, School and Society (May not be counted toward both the Core and Concentration requirements)</td>
<td></td>
</tr>
<tr>
<td>EPOL 310</td>
<td>Race and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>EPOL 402</td>
<td>Asian American Education (May not be counted toward both the Core and Concentration requirements)</td>
<td></td>
</tr>
<tr>
<td>EPOL 403</td>
<td>Historical and Social Barriers</td>
<td></td>
</tr>
<tr>
<td>EPOL 473</td>
<td>Facilitation Skills</td>
<td></td>
</tr>
<tr>
<td>EPOL 474</td>
<td>Diversity in the Workplace</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Students must complete 24 credit hours within one of the following areas of concentration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Applied Learning Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Educational Equality and Cultural Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Workplace Training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and Development, or 4) Digital Environments for Learning, Teaching and Agency.

Electives

Electives (including minor, if taken) 12-31

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)

**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>
</tbody>
</table>

**Learning & Education Studies Core**

<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>
</tbody>
</table>

Choose two courses from the following Education Foundations:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Identity and Difference in Education</td>
<td>6-7</td>
</tr>
<tr>
<td>or</td>
<td>EPOL 201 Foundations of Education</td>
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</tr>
<tr>
<td>or</td>
<td>EPOL 202 Foundations of Education-ACP</td>
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<td>Career Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>SPED 117</td>
<td>The Culture of Disability</td>
<td></td>
</tr>
</tbody>
</table>

Choose six courses from the following, with at least two in each area:

**Learning & Instruction:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 210</td>
<td>Introduction to Digital Learning Environments (May count toward both the Core and Concentration requirements)</td>
<td>6-7</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>
</tr>
</tbody>
</table>

**Leadership in a Diverse Global Economy:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>Social Justice, School and Society (May count toward the Core or Concentration requirement only)</td>
<td>6-7</td>
</tr>
<tr>
<td>EPOL 310</td>
<td>Race and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>EPOL 402</td>
<td>Asian American Education (May count toward the Core or Concentration requirement only)</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>EPOL 473</td>
<td>Facilitation Skills (May count toward both the Core and Concentration requirements)</td>
<td></td>
</tr>
<tr>
<td>EPOL 474</td>
<td>Diversity in the Workplace (May count toward both the Core and Concentration requirements)</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration**

Students must complete 24 credit hours within one of the following areas of concentration:

- Educational Equality & Cultural Understanding
- Educational Technology
- Workplace Training & Development

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

**Orientation Seminar**
Corresponding Degree
BS Bachelor of Science

Program Features

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this major have transcripted concentrations?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Will you admit to the concentration directly?</td>
<td>No</td>
</tr>
<tr>
<td>Is a concentration required for graduation?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- What is the typical time to completion of this program?
  4 years

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


- Is This a Teacher Certification Program?
  No

- Will specialized accreditation be sought for this program?
  No

Delivery Method

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

Admission Requirements

- 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.

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 impact enrollment and degrees awarded.

Estimated Annual Number of Degrees Awarded

<table>
<thead>
<tr>
<th>Year One Estimate</th>
<th>5th Year Estimate (or when fully implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the Fall matriculation term for this program?</td>
<td></td>
</tr>
</tbody>
</table>

Budget

<table>
<thead>
<tr>
<th>Are there budgetary implications for this revision?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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.

Faculty resources, including the number of faculty, class size, teaching loads, and student-faculty ratios, shall not be impacted by this revision.

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.24.097

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BS: Learning & Ed Studies-UIUC

Program Code: 10KN5391BS

Minor Code Conc Code Degree Code BS Code Major Code

5391

Senate Approval Date

Senate Conference
Approved Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document

Justification for this request

Brooke Newell (bsnewell) (02/22/23 10:41 am): Rollback: Email sent to Kelli

Brooke Newell (bsnewell) (02/24/23 12:01 pm): Rollback: Email sent to Kelli

Chris Prom (prom) (04/14/23 2:23 pm): Rollback: This is a minor request but could you address a point under Library Resources? It states the program change would have no impact on the Library. While I think I understand what you are getting at, everything has some impact on us. So, could you please specify whether the current library services can collections are sufficient to meet the program's needs?

Brooke Newell (bsnewell) (01/26/24 9:12 am): Rollback: Email sent to Kelli, Sarah, and Lori

Brooke Newell (bsnewell) (02/13/24 8:03 am): Rollback: Email sent to Kelli, Sarah, and Lori

Emily Stuby (eastuby) (02/21/24 2:39 pm): Rollback: Requested

Brooke Newell (bsnewell) (02/26/24 9:41 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

Key: 108
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/

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
Thanks again for letting me know. I acknowledge this curriculum change.

--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/

Hi again, Aaron. I have one more request and want to thank you in advance for your time and consideration.

I am writing on behalf of the College of Education to request a letter of acknowledgment (or email reply) for the removal of PSYC 235 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 PSYC 235 from the curriculum. Once the revision is approved, PSYC 235 will not appear in the curriculum.

Sincerely,
Kelli

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.
Thanks for letting me know.

Bo

---

From: "Halfman, Kelli A" <halfman@illinois.edu>
Date: Monday, January 29, 2024 at 3:34 PM
To: "Li, Bo" <libo@illinois.edu>
Cc: "McCarthey, Sarah Jane" <mccarthe@illinois.edu>
Subject: Seeking acknowledgment for the removal of STAT 100 from Learning & Education Studies degree program

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
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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 til 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.

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

Robb
From: Christianson, Kiel <kiel@illinois.edu>
Date: Monday, February 27, 2023 at 2:26 PM
To: Halfman, Kelli A <halfman@illinois.edu>
Cc: Kellogg, Julie Ann <jkellogg@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>, Lindgren, Robb W <roobblind@illinois.edu>, Dorsey Ackerman, Rayme <rayme@illinois.edu>
Subject: Re: REQUEST for a letter of acknowledgment for removing EPSY 491 from LES DELTA curriculum

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

From: Halfman, Kelli A <halfman@illinois.edu>
Date: Monday, February 27, 2023 at 12:02 PM
To: Christianson, Kiel <kiel@illinois.edu>
Cc: Kellogg, Julie Ann <jkellogg@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>, Lindgren, Robb W <roobblind@illinois.edu>, Dorsey Ackerman, Rayme <rayme@illinois.edu>
## Learning & Education Studies, B.S.
### Sample 4-Year Sequence (Total: 120 hours)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC 101</td>
<td>1 hour</td>
</tr>
<tr>
<td>Composition I or General Education course</td>
<td>4 hours</td>
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<tr>
<td>Language Other Than English (3rd level)</td>
<td>4 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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<tr>
<td><strong>Spring Semester</strong></td>
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</tr>
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<td>Composition I or General Education course</td>
<td>4 hours</td>
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<tr>
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<td>General Education course</td>
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<tr>
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<td>2 hours</td>
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<table>
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</tr>
<tr>
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<tr>
<td>Learning &amp; Instruction course</td>
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<tr>
<td>General Education course</td>
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### Program of Study

![Program of Study](image_url)