



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Establish a non-licensure Bachelor's of Science in Learning and Education Studies in the College of Education with concentrations in: 1) Applied Learning Science; 2) Educational Equality and Cultural Understanding; and 3) Workplace Training and Development.

SPONSOR: Cris Mayo, Professor of Education Policy, Organization and Leadership, 217/333-3673, cmayo@illinois.edu

Fouad Abd-El-Khalick, Head of Curriculum and Instruction, 217/333-6510, fouad@illinois.edu

Daniel Morrow, Professor of Educational Psychology, 217/333-2245, dgm@illinois.edu

Michaelene Ostrosky, Head of Special Education, 217/333-0260, ostrosky@illinois.edu

COLLEGE CONTACT: Christopher M. Span, Associate Dean for Academic Programs, 217/333-2800, cspan@illinois.edu

BRIEF DESCRIPTION: Education is no longer conceptualized as an enterprise restricted to schools. The unprecedented pace of change in the nature of literacies, expansion of technology, and access to information affords learning in both school and non-school contexts so as to challenge universities to prepare students in new ways. Successful participation in contemporary society requires the ability to learn complex information to support problem solving and decision-making across a wide range of contexts. Learning must also be lifelong to afford adaptation to change in the economic, political, technological, and cultural landscape.

This curriculum prepares students for a broad range of positions requiring expertise in formal and non-formal learning and education. Examples include training and program development, international schools, and other education-related positions in agencies, business, and government.

The proposed degree in Learning and Educational Studies will be a Bachelors of Science, so that students will spend much of the first two years with general education courses, achieving a solid preparation in the humanities, social and natural sciences, technology and mathematics. In the final two years of the major, students will take a set of core courses, as well as coursework in a concentration.

This is a College-wide degree that will be housed in a new entity, (being developed in consultation with campus leadership and modeled after the Interdisciplinary Health Sciences (i-Health) program in the College of Applied Health Sciences) tentatively titled, The I-Teach/I-Lead Program (slated to officially begin Fall 2014). It will be under the leadership of the Associate Dean and Director for Undergraduate Education (See Appendix B for draft of the organizational chart).

Students in the Learning and Education Studies major will be assigned to an existing Education undergraduate adviser until they graduate. Once they have declared a concentration, they will have a secondary faculty adviser in our EPOL or EPSY departments. Departments will assign faculty advisers based on areas of interest or research. This facilitates a connection between undergraduates and graduate faculty that may encourage future graduate study.

The College of Education anticipates the start of the new degree offering in Fall 2015. We expect that initially there will be predominately intercollegiate transfer (ICT) students entering the Learning and Education Studies major and the College will work closely with the Division of General Studies and other campus units during this time. As we transition to accepting freshmen into the Learning and Education Studies major, the College of Education will work closely with the Office of Undergraduate Admissions in conjunction with the Division of General Studies and other campus units.

Following is the process whereby our three different student populations will declare a concentration in this new major:

- On campus students seeking to ICT into the Learning and Education Studies major will be required to meet with an undergraduate Education adviser and can then apply via the Education ICT form and declare a concentration on that form.
- Incoming freshmen admitted directly into the Learning and Education Studies major will declare their concentration in consultation with their academic adviser during the spring of their freshmen year prior to the first day of priority registration for fall.
- Outside transfer students seeking admission to the Learning and Education Studies major will propose a concentration while applying and declare their concentration when they accept their offer of admission into the major.

The College of Education recognizes the academic, professional and personal value of an experience abroad and provides all students with a sum of \$500 from an endowment internal to the College of Education to support study abroad. Students in this major are strongly encouraged to participate in a study abroad experience that is aligned with their concentration.

Students are encouraged to add a minor that supports the depth and breadth of knowledge acquired in this major. A recent National Academy of Sciences report¹ confirms that 21st century skills are best acquired in the context of a content domain, which a minor would supplement and broaden.

¹ http://www.nap.edu/catalog.php?record_id=13398

One of the three concentrations allows students to gain internship experience. In Workplace Training and Development, faculty will work with students to obtain an internship. Currently, Human Resource Development (HRD) faculty serve as internship coordinators and assist with local internship projects and sites for graduate students. Internship opportunities are announced to the student body and a detailed review of the student's skills and knowledge is used to match the student's skill sets with requirements of specific project sites. As such, timelines and responsibilities are clearly defined and articulated in a written document signed by the site supervisor, faculty supervisor, and the student. The same will be done for students in this new undergraduate concentration. It is not yet determined which of the courses the undergraduate internship will reside in.

Although a formal practicum or internship experience for students in the concentrations of Educational Equality and Cultural Understanding and Applied Learning Sciences is not required, students in these concentrations will be advised to consider using study abroad to enhance their overall experiences. To further enhance learning, students in the Educational Equality and Cultural Understanding concentration will be encouraged to pursue undergraduate research and students in the Applied Learning Sciences concentration will be required to do a research project in their capstone course.

See Program of Study for requirements in each concentration.

JUSTIFICATION:

- a. Why should we have the program? There is a need for a program aimed at undergraduate students who are interested in education but not necessarily interested in a traditional state licensure program. Many students discover an interest in education at a point too late in their academic plan to be candidates for the existing education majors due to the many requirements that accompany a licensure program. The Learning and Education Studies major has all the key components of a well-rounded education major: focus on learning, cultural understanding, globalization, diversity, and technology. In addition, it will meet calls for formal education to provide students with 21st century skills such as critical thinking, problem solving, and collaboration. These elements will make the Learning and Education Studies major attractive to a variety of students from across the globe and also from across campus, incoming freshmen, transfer students from other institutions, and for students who need to declare a major in the Division of General Studies. Like most undergraduate degree offerings today, it is highly important for students to consider graduate school to enhance their understanding and expertise. The concentrations in this degree offering provide a good basis for students who wish to pursue graduate work.
- b. What do we expect students to get from these concentrations? Students in Applied Learning Science will explore the foundations and principles of learning and the application of problem solving skills in educational, health care, business, and other organizational contexts. Students in Educational Equality and Cultural Understanding will understand the role of education in addressing issues of equality and cultural understanding from domestic and international perspectives. Students in Workplace Training and Development will acquire a broad set of knowledge and skills that will enable them to develop, deliver, and evaluate training and development programs across workplace settings.

- c. What jobs will these students seek upon graduation? Training and program development, international schools, non-government organizations (NGOs), and other education-related positions in agencies, business, and government. Jobs that require expertise in design, analysis, and evaluation of learning environments, as teachers, knowledge managers, policy makers, analysts, and professionals in government, healthcare, business, and nonprofit organizations. Jobs in international educational settings, including teaching English as a second language, and teaching internationally. Jobs in global business and NGOs to explore the problems and potentials of policies intent on improving global conditions. Jobs that require the development, delivery, and evaluation of training and development programs across workplace settings, such as businesses and industries, two-year post-secondary schools, or community and government agencies. For all concentrations, students are encouraged to add a minor or pursue a coherent set of electives from other departments, determined in consultation with an adviser, to support the knowledge acquired in their chosen concentration and major.
- d. What makes this major/concentrations different from other majors on this campus? The Applied Learning Science concentration is a unique combination of learning and analysis that is not offered on this campus and prepares students for jobs that cross disciplines, for example, as the management and disaggregation of data for a school district. The Educational Equality and Cultural Understanding concentration offers a chance for students to delve into equality, diversity, cultural understanding, and education at the undergraduate level and to be prepared to work in the United States or an international context in the areas of education and social welfare. Workplace Training and Development provides students with an undergraduate concentration focused on the knowledge and skills needed for the development, delivery and evaluation of educational programs in workplace settings.
- e. How do we promote this program to high school and ICT students? This major will appeal to high school students who have an interest in education but are still unsure as to whether they are interested in becoming teachers, who have done a lot of service learning and/or volunteer work, and/or have an interest in working and living abroad or in an international context. Students with an interest in children, but with broader interests too, will have the freedom to study education in general and still have the flexibility to expand their interest to other facets of education. Many students in other colleges wish to ICT to Education but are unable to do so with the current constraints of the licensure majors. The Learning and Education Studies major will allow students from across campus interested in education to ICT into the College of Education and complete their degree requirements in a concentration that appeals to their personal and professional interest. The College will market and advertise this new major and concentrations to high school, community college, and current university students.

BUDGETARY AND STAFF IMPLICATIONS: *(See Appendix A for additional information.)*

- a. Additional staff and dollars needed: No additional staff or dollars will be needed for this new degree offering as we are expanding the number of existing faculty that will teach undergraduate Education courses. If additional staff becomes needed—e.g. an additional academic adviser—the College will assume the costs.
- b. Internal Reallocations: Few internal reallocations will be needed to accommodate this new major. The current structures of the undergraduate majors in teacher licensure do not allow all faculty in the College to teach at the

undergraduate level. The faculty who would teach in these proposed concentrations reside disproportionately in departments in the College that do not teach in a teacher education licensure program. As such, a number of faculty in the College who do not currently teach at the undergraduate level have willingly agreed to teach in this new education major.

- c. Effect on course enrollment in other units and explanations of discussions with representatives of those departments: We have established agreements with other departmental units outside the College of Education to secure the needed seating allocations for this new major. All departmental units have agreed to work with the College in ensuring the start and success of this initiative. (See attached Appendixes for units/courses that will partner with the College).
- d. Impact on the University Library: No additional resources will be needed from the University Library for this new major. (See Appendixes for Letter of Acknowledgment.)
- e. Impact on computer use, laboratory use, equipment, etc.: There are no anticipated impacts on computer use, laboratory use, equipment, etc.

DESIRED EFFECTIVE DATE: Fall 2015

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Education

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

Associate Dean for Academic Programs: Christopher M. Span
120 Education Building, 1310 South Sixth, Champaign, (217) 333-2800

Learning and Education Studies

For the Degree of Bachelor of Science in Learning and Education Studies

This curriculum prepares individuals for positions requiring expertise in formal and non-formal learning and educational settings that do NOT require licensure (becoming a licensed teacher). Students interested in becoming a licensed teacher should consider the licensure program in the majors of Elementary Education, Early Childhood Education, or Special Education.

A minimum of 120 semester hours is necessary for graduation in the Learning and Education Studies program. Students will spend much of the first two years with general education courses, achieving a solid preparation in the humanities, social and natural sciences, technology and mathematics. In the final two years of the major, students will take a set of core courses, as well as coursework in one of the following concentrations: 1) Applied Learning Science; 2) Educational Equality and Cultural Understanding; and 3) Workplace Training and Development.

Degree Requirements

Hours

Orientation Seminar

1 EDUC 101, Education Orientation Seminar

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

Hours	Composition¹
4-6	Composition I
3-4	Advanced Composition
Hours	Quantitative Reasoning¹
3	STAT 100 or another approved basic course in statistical methods such as EPSY 280, SOC 280, PSYC 235
3	From approved campus list (Recommended: INFO 102)
Hours	Natural Sciences and Technology¹
6	From approved campus list (Recommended: ECE 101)
Hours	Humanities & the Arts¹
6	From approved campus list
Hours	Social & Behavioral Sciences¹
6	From approved campus list (must include PSYC 100)
Hours	Cultural Studies¹
3	From Western Culture(s) approved campus list
3	From U.S. Minority Culture(s) or Non-Western Culture(s) approved campus list
37-40	Total hours of general education courses
Hours	Language other than English
0-12	Three years of one language other than English in high school or completion of the third semester of college-level language.
Hours	Core Requirements²
6-7	Choose 2 from: SPED 117 – The Culture of Disability (3 hours) EPSY 236 – Child Dev for Elemen Teachers (3 hours) (Not recommended for the Workplace Training and Development concentration.) EPS 201 – Foundations of Education (3 hours) or EPS 202 – Foundations of Education Advanced Composition (4 hours)
18-20	Choose 6 from the list below, with at least 2 in each area: Teaching and Learning: CI 260 – Serving Child in Schools/Comm (3 hours) CI 415 – Language Varieties, Cult, & Learning (3 hours) EPSY 401 – Child Language and Education (3 hours) EOL 440 – Prof Issues for Teachers (3 hours) EPSY 201 – Educational Psychology (3 hours) EPSY 400 – Psys of Learning in Education (3 hours)

- Leadership in a Diverse Global Economy:
 EPS 310 – Race and Cultural Diversity (4 hours)
 EPS 402 – Asian American Education (4 hours)
 EPS 405 – Historical and Social Barriers (3 hours)
 HRD 415* – Diversity in the Workplace (3 hours)

24-27 Total hours of core requirements

Hours **Concentration²**

24 Students must complete 24 credit hours within one of the following three areas of concentration: 1) Applied Learning Science; 2) Educational Equality and Cultural Understanding; or 3) Workplace Training and Development.

Hours **Electives**

16-34 Electives (including minor, if taken)

120 TOTAL minimum hours, including general education, language other than English, concentration, and core credits

1. General Education Requirement. Courses must be selected from the Campus [General Education Approved Course List](#).
2. Area of Concentration and Core Requirement courses found on the [General Education Approved Course List](#) may also be credited toward the General Education requirements.

Applied Learning Science (AppLeS) Concentration

The undergraduate non-licensure concentration in Applied Learning Science (AppLeS) will provide a thorough grounding in the learning sciences through an innovative program that includes courses in learning, language understanding, quantitative reasoning and statistics, designing learning environments, and human performance. The program culminates in a capstone course in which the student works on a research project under the direction of one or more faculty members. Graduating students will have a solid preparation for graduate study in this emerging area of scholarship (such as the new Learning Science and Engineering Professional MS Program at Carnegie-Mellon University), as well as in education, psychology, business, law, and other more traditional areas of study. In addition, through their coursework and research experience, international and domestic students will be prepared for a wide range of current (and future) jobs that require expertise in design, analysis, and evaluation of learning environments, as teachers, policy makers, analysts, and professionals in government, healthcare, business, and nonprofit organizations.

Students in the AppLeS concentration will:

- Explore theories, phenomena, and methods in the learning sciences (i.e., the biological, cognitive, dispositional, and sociocultural underpinnings of learning).
- Identify general principles of learning, their contextual variations, and how they can be applied in the classroom, at work and home, and diverse settings of daily life.
- Acquire flexible learning and problem solving skills that can be broadly applied in diverse contexts, including research, quantitative reasoning, communication, and collaborative problem solving.

* The current rubric is HRE. It has been approved to change to HRD effective Spring 2014.

Students are encouraged to pursue a minor or a coherent set of electives from several departments as approved by their adviser. Suggested minors are: Communication, Computer Science, Informatics, Linguistics, Mathematics or Statistics.

Hours

Applied Learning Science (AppLeS)

The following courses are required as of Fall 2015 for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted by petition to the College office for approval by the Assistant Dean for Academic Affairs.

- 3 EPSY 403 – Research Methods in the Learning Sciences
- 3 EPSY 398 – Capstone Research Project
- 6 Choose 2 from:
 - EPSY 425 – Psychology of Language Understanding
 - EPSY 490 – Learning in Everyday Contexts
 - PSYC 357 – Introduction to Cognitive Science
- 3 Choose 1 from:
 - EPSY 407 – Adult Learning and Development
 - EPSY 431 – Cognitive Development in Context
- 3 Choose 1 from:
 - EPSY 402 – Sociocultural Influences on Learning
 - EPSY 404 – Psychology of Classroom Management
 - HRD 490 – Issues and Development in HRE
- 3 Choose 1 from:
 - EPSY 408 – Learning and Human Development with Educational Technology
 - HRD 472 – Learning Technologies
 - PSYC 456 – Human Performance and Engineering Psychology
- 3 Choose 1 from:
 - EPSY 486 – Principles of Measurement
 - SOC 485 – Intermediate Social Statistics

Educational Equality and Cultural Understanding Concentration

This undergraduate non-licensure concentration will prepare students to better understand the role of education in enabling equality and cultural understanding in domestic and international perspectives. Focusing on equality, diversity, and cultural understanding will give students a unique perspective on the historical place of education in both challenging inequities and helping to justify social divisions. Understanding how education as an institution operates to perpetuate social and economic stratification will give students a perspective on the challenges of creating a more equitable distribution of education. Classes will cover a wide range of disciplinary approaches, including history, social science, educational policy analysis, and theory. Students will understand the contemporary and historical barriers to the distribution of education and examine recent human rights-based demands for extending education to people of all social classes, regions, ethnicity, language groups, and genders.

Knowing how equity, social justice, and cultural understanding are enabled through education requires an in-depth understanding of domestic and international contexts. Introductory courses will cover basic definitions of educational justice and educational equality, survey international minorities in the United States or minorities in other countries in relationship to education, and explore political, economic, and social contexts for education.

Intermediary classes will invite students to apply their basic understanding of such processes to more local and detailed contexts, like shifts in the U.S. that have extended public schooling and higher education

program coordination. Students will also be introduced to learning management systems, which most organizations now use to track the learning progress of their employees. An internship will be a required component of the concentration.

The concentration appeals to the following potential students:

- Individuals who wish to combine the study of organizations and learning in their academic studies;
- Individuals who currently work in a technical role, such as a lab tech or nurse in health care, and who want to become more involved in training others about their occupation;
- Individuals with an associates degree who work as information technology specialists and who are asked to develop and deliver training for others;
- Individuals who wish to work in the business and industry outreach departments of community colleges;
- Individuals who serve or wish to serve as instructors in post-secondary technical education schools;
- Individuals who wish to serve as a staff member in the human resource development department of an organization; and
- Individuals who wish to prepare for future graduate study in human resource development.

Students are encouraged to pursue a minor or a coherent set of electives from several departments as approved by their adviser. Suggested minors are: Business, Leadership, Communication, Technology and Management or Global Labor Studies.

Hours

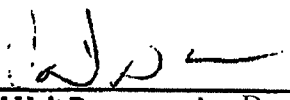
Workplace Training and Development

The following courses are required as of Fall 2015 for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted by petition to the College office for approval by the Assistant Dean for Academic Affairs.

3	HRD 401 – Training in Business/Industry
3	HRD 402 – Business Principles for HRD
3	HRD 411 – Instructional Design
3	HRD 412 – Instructional Techniques
3	HRD 414 – Facilitation Skills
3	HRD 415 – Diversity in the Workplace
3	HRD 440 – Work Analysis in Human Resource Development
3	HRD 472 – Learning Technologies

CLEARANCES: (Clearances should include signatures and dates of approval. These signatures must appear on a separate sheet. If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:



EPSY Unit Representative: Daniel Morrow

3/29/13

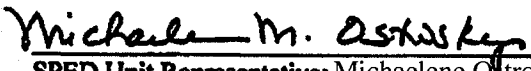
Date:



CI Unit Representative: Fouad Abd-El-Khalick

3/21/13


Date:



SPED Unit Representative: Michaelene Ostrosky

3/28/13

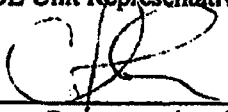
Date:



EPOL Unit Representative: Cris Mayo

3/29/13

Date:



College Representative: Christopher Span

3/29/13

Date:

Graduate College Representative:

Date:

Appendix A: (Budgetary and Staff Implications)

New Degree Programs – Required Budgetary Implication Questions

- 1) How does the unit intend to financially support this program?

There are no anticipated additional costs to support this new degree offering. If there are, the costs would be covered by the additional revenue generated by the instructional units from the new degree offering.

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

No.

- 3) If no new resources are required, how will the unit create capacity or surplus to appropriately resource this program? (What functions or programs will the unit no longer support?)

The current structure related to undergraduate course and degree delivery revolves around teacher education preparation, which is currently located in the Departments of Curriculum and Instruction and Special Education. As a consequence, only a small proportion of faculty in the College currently teach in a teacher education program. The establishment of this new non-licensure undergraduate baccalaureate degree and reorganization efforts in the College (I-Teach/I-Lead Program) (See Appendix B), allows the College to draw upon the broader capacity of all faculty to teach undergraduate Education courses. (This is consistent with the new load agreement in the College that requires all faculty to teach undergraduate Education courses).

- 4) Please provide a market analysis: What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be required to assist students with job placement?

There are a number of considerations that drive this proposal. For all proposed concentrations there are ever-increasing demands in the United States and abroad for persons trained to work in areas of specialization in education beyond licensure and in business and non-profit organizations. A peer college and institution—the School of Education at Northwestern University—has a similar program to the Applied Learning Science concentration. As this proposal was being established, we reached out to them for guidance on these matters and they assured us that their graduates have no trouble finding employment upon graduation. Many of their graduates obtain work in differing fields of consulting and business.

Similar findings point to employment opportunities with the Educational Equality and Cultural Understanding concentration. While this concentration is the first of its kind in the College of Education at the undergraduate level, the College offers a master degree—on campus and online—in Diversity and Equity in Education (D&E). This master degree has existed for nearly a decade and has steady and increasing enrollment. Educational Equality and Cultural Understanding is modeled after this master degree program and a suite of courses offered at the undergraduate level (EPS 201/202, 310, and EPS 402) that attract high enrollment. We are confident that this concentration in the new major will be a success.

Graduates seeking to work abroad will find employment in international educational settings, including teaching English as a second language, working for NGO's, and in business ventures that explore the problems and potentials of policies intent on improving educational conditions. For students interested in remaining in the United States following the completion of their degree in this concentration, there are a number of growing opportunities, particularly as a diversity specialist or diversity officer in the P-20 system of education in the United States. As the demographics of the nation change², so too will be the emphasis on ensuring that diversity is seen not simply as a concept linked to empathy, but understood as a set of skills, knowledge, and dispositions that serve to enhance life chances of all students. The work of Jon Gant³, the Director of the Center for Digital Inclusion in the Graduate School of Library and Information Sciences (GLIS), and his associates, illustrates the need for students to learn the skills and knowledge necessary to work in diverse communities and spaces. Having the skills and knowledge to address issues related to diversity, equity, revitalization, sustainability, and youth development will increasingly be necessary. This concentration would help prepare students to have a deep(er) understanding of the institutional contexts to these (and other) considerations to help them navigate successfully on the job. We would encourage students interested in these aspects of this concentration to consider a minor or a coherent set of electives from several departments as approved by their adviser in a host of areas that complement their professional interests. Suggested minors for students in this concentration are: English as a Second Language, African-American Studies, Asian American Studies, Global Studies, Latina/Latino Studies, South Asian Studies, Gender and Women's Studies, or LGBT/Queer Studies.

Workplace Training and Development, will serve a growing demand for graduates who have an interest in helping adults learn and improving organizational performance. The demand comes from a range of business sectors, but most often it comes from health care, manufacturing, and logistics. Job titles might include Training and Development Specialist, Trainer, Training Coordinator, Training Designer, and Training Analyst. The concentration serves an important role in aiding businesses, government, and institutions of education in finding competent training employees having human resource expertise.

With regard to any additional resources to assist students with job placement, it is the hope of the College of Education that campus career counselors and job fairs will work with the College to ensure our students are adequately placed in current and future markets. Notwithstanding, the College will work with additional potential employment outlets no different than it does for undergraduate students seeking licensure as teachers.

5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?

There will be no need for waivers. This is an undergraduate degree offering, not a proposed graduate degree offering.

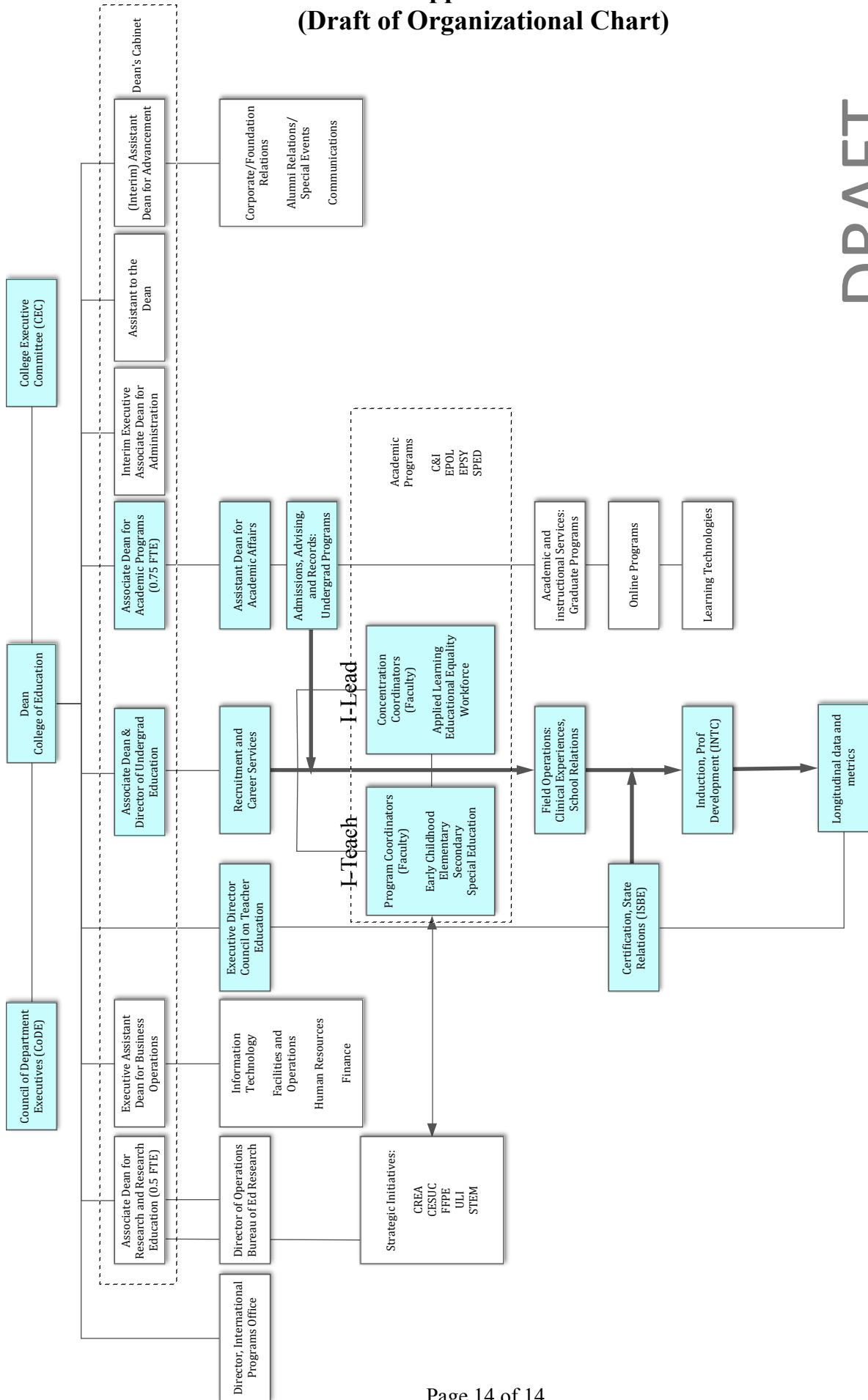
² By 2050, children from underrepresented backgrounds will be more than 50% of the nation's public school students. Today, more than 50% of all public school students in California are from underrepresented backgrounds. Public school students in Illinois are close to 50% minority. See: http://www.childrennow.org/index.php/learn/facts_k12; <http://www.centerforpubliceducation.org/You-May-Also-Be-Interested-In-landing-page-level/Organizing-a-School-YMABI/The-United-States-of-education-The-changing-demographics-of-the-United-States-and-their-schools.html>.

³ http://cdi.lis.illinois.edu/cdi/?page_id=48#jongant

Appendix B: (Draft of Organizational Chart)

DRAFT

I-Teach/I-Lead Program Organizational Chart



UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

Department of Sociology

College of Liberal Arts and Sciences
3120 Lincoln Hall, MC-454
702 South Wright Street
Urbana, IL 61801



March 27, 2013

Kathy Ryan
Assistant Dean for Academic Affairs
College of Education
120 Education Building
1310 South Sixth Street
Champaign, IL 61820

Dear Ms. Ryan:

We understand that the College of Education is developing a proposal for a new undergraduate non-certification major entitled Learning and Education Studies. We also understand that the proposal calls for SOC 485 to fulfill one of the requirements for this new major.

On behalf of the Department of Sociology, we would be happy to make SOC 485 available to your students. We expect that we could accommodate your students in that course.

Please let me know if you have any additional questions.

Best wishes,

A handwritten signature in cursive script that reads "Anna-Maria Marshall".

Anna-Maria Marshall
Head

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

Department of Psychology

College of Liberal Arts and Sciences
603 East Daniel Street
Champaign, IL 61820



April 16, 2013

Dr. Christopher Span
Associate Dean for Academic Programs
120 Education
1310 S. Sixth
M/C 708
Champaign, IL 61820

Dear Dr. Span,

The Department of Psychology supports the College of Education's request to include PSYC 357 and PSYC 456 as part of the degree plan for the Learning and Education Studies major. This request has the support of the Psychology faculty, the division responsible for teaching these classes. Therefore, the Department of Psychology affirms that students enrolled in the Learning and Education Studies major will have access to enroll in PSYC 357 and PSYC 456. Should you need any additional information please let me know.

Sincerely,

A handwritten signature in black ink that reads 'David E. Irwin'.

Dr. David Irwin
Professor and Head
Department of Psychology
315 Psychology Building
217/333-0632
Irwin@illinois.edu

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

University Library

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



August 21, 2013

Chris Span, Associate Dean for Academic Programs
College of Education
1310 S. Sixth Street
MC-708

Dear Dean Span:

Thank you for giving the University Library the opportunity to review the College of Education's proposal to the Senate Committee on Educational Policy to a non-licensure B.S. in Learning and Education Studies in the College of Education with concentrations in: 1) Applied Learning Science; 2) Educational Equality and Cultural Understanding; and 3) Workplace Training and Development. Based on the proposal reviewed, there appear to be no changes to the curriculum currently offered that lead us to believe that there will be an appreciable impact on our operations or collections.

If additional services or materials are required as the program develops—particularly in its graduate offerings—we will be happy to discuss securing the requisite resources with the program sponsors.

Sincerely,

A handwritten signature in black ink, appearing to read 'John P. Wilkin', written over a circular stamp.

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

c: Thomas Teper
Nancy P. O'Brien

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

EP.13.40

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



April 2, 2013

Gay Miller, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Education to establish a Bachelor of Science in Learning and Education Studies. The new major will have four concentrations: Applied Learning Science; Education, Globalization and Social Justice; Workplace Training and Development; and International and Cultural Perspectives in Early Schooling.

This proposal has been approved by the College of Education Graduate Programs Committee. It now requires Senate review.

Sincerely,

A handwritten signature in black ink that reads 'Kristi A. Kuntz'.

Kristi A. Kuntz
Assistant Provost

KAK/njh

Enclosures

c: M. Kalantzis
C. Span



Senate Educational Policy Committee Proposal Check Sheet

PROPOSAL TITLE (Same as on proposal): Establish a non-licensure Bachelor's of Science in Education Studies in the College of Education with concentrations in: 1) Applied Learning Science; 2) Educational Equality and Cultural Understanding; and 3) Workplace Training and Development.

PROPOSAL TYPE (select all that apply below):

A. Proposal for a NEW or REVISED degree program. Please consult the Programs of Study Catalog for official titles of existing degree programs.

1. Degree program level:

Graduate Professional Undergraduate

2. Proposal for a new **degree** (e.g. B.S., M.A. or Ph.D.):

Degree name, "e.g., *Bachelor of Arts or Master of Science*": Bachelor of Science

3. Proposal for a new or revised **major, concentration, or minor**:

New or Revised **Major** in (name of existing or proposed major): Education Studies

New or Revised **Concentration** in (name of existing or proposed concentration):
Applied Learning Science; Educational Equality and Cultural Understanding; and
Workplace Training and Development

New or Revised **Minor** in (name of existing or proposed minor): _____

4. Proposal to rename an existing major, concentration, or minor:

Major Concentration Minor

Current name: _____

Proposed new name: _____

5. Proposal to terminate an existing degree, major, concentration, or minor:

Degree Major Concentration Minor

Name of existing degree, major, or concentration: _____

6. Proposal involving a multi-institutional degree:

New Revision Termination

Name of existing Illinois (UIUC) degree: _____

Name of non-Illinois partnering institution: _____

Location of non-Illinois partnering institution:

State of Illinois US State: _____ Foreign country: _____

- B. Proposal to create a new academic unit (college, school, department, program or other academic unit):

Name of proposed new unit: _____

- C. Proposal to rename an existing academic unit (college, school, department, or other academic unit):

Current name of unit: _____

Proposed new name of unit: _____

- D. Proposal to reorganize existing units (colleges, schools, departments, or program):

1. Proposal to change the status of an existing and approved unit (e.g. change from a program to department)

Name of current unit including status: _____

2. Proposal to transfer an existing unit:

Current unit's name and home: _____

Proposed new home for the unit: _____

3. Proposal to merge two or more existing units (e.g., merge department A with department B):

Name and college of unit one to be merged: _____

Name and college of unit two to be merged: _____

Proposed name and college of new (merged) unit: _____

4. Proposal to terminate an existing unit:

Current unit's name and status: _____

- E. **Other educational policy proposals** (e.g., academic calendar, grading policies, etc.)

Nature of the proposal: _____

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