ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Revision to the Bachelor of Science in Learning and Education Studies in the College of Education.

SPONSORS: James Anderson, Department Head of Education Policy, Organization and Leadership, 217/333-7404, janders@illinois.edu

David Brown, Interim Department Head of Curriculum and Instruction, 217/333-0663, debrown@illinois.edu

Daniel Morrow, Department Chair of Educational Psychology, 217/300-0915, dgm@illinois.edu

Michaelene Ostrosky, Department 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: The Learning and Education Studies program has been re-conceptualized using faculty, staff and prospective student feedback. It has been given a better design to allow for more flexibility by providing students with additional course options and additional contexts for learning.

See Appendix A for current curriculum versus proposed changes.

The proposed changes to the Learning and Education Studies program include the following:

Core Requirements:

- Add the Education Foundations title to the first grouping.
- Add EDUC 201 as an alternative to EPS 201/EPS 202 in Education Foundations.
- Add EPSY 220 in Education Foundations.
- Change the Teaching and Learning title to Learning and Instruction.
- Remove CI 260 and EOL 440 in Learning and Instruction.
- Add CI 210 and EPOL 350 in Learning and Instruction.
- Add EDUC 202 in Leadership in a Diverse Global Economy. This course can be counted in the Core requirement or the Concentration requirement but not both.

- Add HRD 414 in Leadership in a Diverse Global Economy.

JUSTIFICATION:

The addition and change to area titles provide clarification to the students and will assist in advising.

This revision includes the addition of General Education courses that can be counted in the Core as well as a General Education requirement. EDUC 201 and EDUC 202 expands the core options for students in all concentrations and are foundational in nature addressing the major educational issues of identify and difference; power, privilege and equity; and access and social justice in schools. EPSY 220 is essential in helping LES students as they pursue career paths to determine goals, abilities, and values and to look at the environmental and social factors that impact their career choices.

Two courses (CI 260 and EOL 440) were removed from the foundations. They will likely not be taught in the future because of a lack of enrollment.

EPOL 350, Social Learning and Knowledge, not only provides a foundation for online learning but was also recently approved as a General Education course in Advanced Composition and Social Sciences.

During the approval of the DELTA concentration, the Senate Educational Policy Committee provided feedback that was also implemented. A course in the DELTA concentration, CI 210 Introduction to Digital Learning Environments, was added as an option in the core requirements. The ability to use technology such as social networks, interactive exhibits and virtual worlds to support learning is a valuable skill and this digital environment overview can be beneficial to all Learning and Education Studies students.

A course that examines the effective planning and facilitating of groups, HRD 414 Facilitation Skills, in the WTD concentration was also added to the core requirements. Communication, facilitation, and management of conflict skills can be used as a foundation to any of the concentrations.

Applied Learning Science (AppLeS) Concentration:

- Add EPSY 395 for 1 hour and change EPSY 398 to 2 hours.
- Add titles to the different areas under the concentration:
  - Cognitive Science of Learning
  - Learning and Development
  - Learning and Socio-Cultural Contexts
  - Learning, Design, and Technology
  - Data Analysis and Quantitative Reasoning
- Add EPSY 490 (Multimedia Comprehension) in Cognitive Science of Learning.
- Add EPSY 490 ('Brain Training': Myths and Realities) in Learning and Development.
- Add CI 446 in Learning and Socio-Cultural Contexts.
- Remove HRD 490 in Learning and Socio-Cultural Contexts.

- Add CI 437 in Learning, Design, and Technology.

JUSTIFICATION:

The capstone project in the AppLeS concentration was updated so that students will complete it over two semesters. This change allows students the time needed to take full advantage of conducting research projects under the guidance of their faculty mentors. During the fall semester of their senior year students sign up for one credit hour of EPSY 395 (with their faculty mentor). During the semester, students will conduct the literature review, refine their research questions, and design the study. During the spring semester, they sign up for EPSY 398 (for two credit hours). During this semester, they conduct their study (e.g., develop study materials, collect and analyze data) and write up the capstone paper.

The addition of area titles provide clarification to the students about the organization of courses into categories and how the categories relate to the concentration themes and goals. The titles will facilitate student decisions about courses and assist in advising.

HRD 490 was eliminated because the course is no longer offered.

EPSY 490 (Multimedia Comprehension), EPSY 490 ('Brain Training': Myths and Realities), CI 446, and CI 437 have been added in order to give students more options for some course categories, and to take advantage of relevant courses being offered by new faculty in the college. These specific courses were chosen because they provide more comprehensive and in-depth coverage of key concepts and theories in the different categories of courses, as well as address important controversies in the area of applied science of learning.

Educational Equality and Cultural Understanding (EECU) Concentration:

- Add the Social Foundations title to the first grouping.
- Add EDUC 202 in Social Foundations. This course can be counted in the Core requirement or the Concentration requirement but not both.
- Remove EPS 405 in Social Foundations.
- Add EPS 325 and EPS 421 in Cultural Understanding.
- Add EPSY 202 in Cultural Understanding. Concentration courses found on the General Education Approved Course List may also be credited toward the General Education requirements.
- Remove EPS 426 and EPS 422 from Cultural Understanding.
- Add EPS 405 in Educational Equality.

JUSTIFICATION:

The addition of an area title provides clarification to the students and will assist in advising.

Two General Education courses that can be counted in the Core or Concentration requirements as well as a General Education requirement have been added. EDUC 202 expands the core options for students in all concentrations and are foundational in

nature addressing the major educational issues of identify and difference; power, privilege and equity; and access and social justice in schools. EPSY 202 provides students in the Educational Equality and Cultural Understanding concentration with the opportunity to explore cultural diversity through an interdisciplinary lens.

EPS 325 and EPS 421 are being added to the Concentration because they have been modified to afford additional course options for students in the LES major and they provide students additional contextualization of types of content knowledge to be applied in their professional careers.

EPS 426 and EPS 422 are being removed because of continued low enrollment and the courses will no longer be regularly offered in the future.

EPS 405 is moved from the Core requirements, as it is a better fit in the Concentration considering the addition of EDUC 201 and EDUC 202 to the Core requirements.

Workplace Training and Development (WTD) Concentration:

- Add titles to the two areas under the concentration:
  - Human Resource Development Foundations
  - Human Resource Development Applications
- Require students to choose 2 courses in Human Resource Development Foundations.
- Add HRD 400 as an option for HRD 401 in Human Resource Development Foundations.
- Require students to choose 6 courses in Human Resource Development Applications.
- Add HRD 400/HRD 401, HRD 470, HRD 475, HRD 480, and HRD 490 in Human Resource Development Applications.

JUSTIFICATION:

Adding titles to the two areas under the concentration helps students to understand the nature of the courses and provide clarification to students. Also, adding the area title assists academic advisors in guiding students in course registration.

The two Foundation courses will provide comprehensive background knowledge on HRD for students and prepare them for HRD applications courses. HRD 400 is an overview of HRD research and practice. Adding HRD 400 to HRD Foundations as an option for HRD 401 allows additional flexibility for students in their course scheduling.

The six HRD Applications courses help students to develop specialized content area knowledge and skills in a variety of contexts.

Digital Environments for Learning, Teaching and Agency (DELTA) Concentration:

- Add titles to the areas under the concentration:
  - Learning and Psychological Issues
  - Learning and Social Issues
  - Learning and Equity Issues
  - Learning and Technology Electives
- Add EPSY 404 in Learning and Social Issues.

- Add CI 499 ALT and CI 499 DLS in Learning and Technology Electives.
- Remove HRD 575 in Learning and Technology Electives.

JUSTIFICATION:

The addition of area titles provide clarification to the students and will assist in advising.

EPSY 404 was added to round-out the currently limited options for students in the Learning and Social Issues area. It deals with important matters of school adjustment and it has been taught regularly in recent semesters.

CI 499 ALT and DLS are two recently created courses that will add to the elective options for DELTA students. Both courses deal with core issues in DELTA (designing learning spaces and attention and learning technologies, respectively).

HRD 575 is a 500-level course. Several other technology elective courses, more appropriate for undergraduates, are available

BUDGETARY AND STAFF IMPLICATIONS:

1) Resources
   a. How does the unit intend to financially support this proposal?
      There are no substantive changes to the proposal that alter the budget. Existing courses have been added or modified to complement the degree.
   b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?
      The degree has been in existence for the calendar year and is part of the core business of the College of Education. The College will assume any additional resources needed to enhance the degree.
   c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.
      The unit will not need to seek campus or other external resources.
   d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

2) Resource Implications
   a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.
      The proposed changes to the degree do not negatively impact faculty, class sizes, teaching loads, or student-faculty ratios in any meaningful way. The proposed changes complement the existing degree, allow greater flexibility for students to take courses, and allow faculty across the College additional opportunities to teach undergraduate students.
   b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units.
      This revision does not affect course enrollments in other units outside of the College of Education.
   c. Please address the impact on the University Library.

There is no additional impact on the University Library.

d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

There is no additional impact on technology and space.

DESIRED EFFECTIVE DATE: Fall 2016

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Education

http://education.illinois.edu/
Associate Dean for Academic Programs: Christopher M. Span
142 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, Special Education, or Middle Grades.

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; 3) Workplace Training and Development; or 4) Digital Environments for Learning, Teaching and Agency.

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	Composition[1]
4-6	Composition I
3-4	Advanced Composition

Hours	Quantitative Reasoning[1]

| 304 | EPSY 280 or another approved basic course in statistical methods such as STAT 100, SOC 280, PSYC 235[2] |
| 3 | From approved campus list |

Hours	**Natural Sciences and Technology[1]**
6	From approved campus list

Hours	**Humanities & the Arts[1]**
6	From approved campus list

Hours	**Social & Behavioral Sciences[1]**
6	From approved campus list (must include PSYC 100)

Hours	**Cultural Studies[1]**
3	From Western Culture(s) approved campus list
3	From U.S. Minority Culture(s) or Non-Western Culture(s) approved campus list

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 Requirements[3]**
6-7	Choose 2 from the following Education Foundations:

        EPS 201 – Foundations of Education (3 hours), EPS 202 – Foundations of Education Advanced Composition (4 hours), or EDUC 201 – Identity and Difference in Edu (3 hours)
        EPSY 220 – Career Theory and Practice (3 hours)
        EPSY 236 – Child Dev in Education (3 hours)
        SPED 117 – The Culture of Disability (3 hours)

18-20	Choose 6 from the following, with at least 2 in each area:

Learning and Instruction:
        CI 210 – Introduction to Digital Learning Environments (3 hours)
        CI 415 – Language Varieties, Cult, & Learning (3 hours)
        EPOL 350 – Social Learning and Knowledge (3 hours)
        EPSY 201 – Educational Psychology (3 hours)
        EPSY 400 – Psyc of Learning in Education (3 hours)
        EPSY 401 – Child Language and Education (3 hours)

Leadership in a Diverse Global Economy:
        EDUC 202 – Social Justice Sch & Society (3 hours) [4]
        EPS 310 – Race and Cultural Diversity (4 hours)
        EPS 402 – Asian American Education (4 hours)[4]
        EPS 405 – Historical and Social Barriers (3 hours)
        HRD 414 – Facilitation Skills (3 hours)
        HRD 415 – Diversity in the Workplace (3 hours)

Hours	**Concentration**[3]
24	Students must complete 24 credit hours within one of the following areas of concentration: 1) Applied Learning Science, 2) Educational Equality and Cultural Understanding, 3) Workplace Training and Development, or 4) Digital Environments for Learning, Teaching and Agency.

Hours	**Electives**
16-34	Electives (including minor, if taken)

120	TOTAL Hours

TOTAL minimum hours include 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. EPSY 280 is recommended for the AppLeS concentration.
3. Concentration and Core Requirement courses found on the General Education Approved Course List may also be credited toward the General Education requirements.
4. Course can be counted in the Core requirement or the Concentration requirement but not both.

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.

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 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	Capstone Research Project
	EPSY 395 – Independent Study (1 hour)
	EPSY 398 – Thesis (2 hours)
6	Choose 2 from the Cognitive Science of Learning area:
	EPSY 427 – Learning from Text
	EPSY 490 – Dev in Educ Psyc (Learning in Everyday Contexts section)
	EPSY 490 – Dev in Educ Psyc (Multimedia Comprehension section)
	PSYC 357 – Introduction to Cognitive Science
3	Choose 1 from the Learning and Development area:
	EPSY 407 – Adult Learning and Development
	EPSY 431 – Cognitive Dev in Educ Context
	EPSY 490 – Dev in Educ Psyc ('Brain Training': Myths and Realities section)
3	Choose 1 from the Learning and Socio-Cultural Contexts area:
	CI 446 – Culture in the Classroom
	EPSY 402 – Sociocultural Influences on Learning
	EPSY 404 – Adjustment in School Settings
3	Choose 1 from the Learning, Design, and Technology area:
	CI 437 – Educ Game Design
	EPSY 408 – Learning and Human Development with Educational Technology
	EPSY 456 – Human Performance and Cognition in Context
	HRD 472 – Learning Technologies
3	Choose 1 from the Data Analysis and Quantitative Reasoning area:
	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 opportunities to historically marginalized populations such as people of color, immigrants, women and citizens from low socioeconomic status. Advanced classes will introduce students to the theoretical approaches to studying social justice and difference, including Critical Race Theory, transnational and global theory, and globalized critical pedagogy.

These courses will be designed to appeal to international and domestic students seeking employment in both the United States and international educational settings, including teaching English as a second language. In addition, understanding the role of education in fostering the expansion of universal human rights will enable students interested in international business and NGOs to explore the problems and potentials of policies intent on improving conditions in the United States and abroad. As all areas of study and trade are increasingly situated in transnational networks, the concentration in Educational Equality and Cultural Understanding provides a firm grounding on key issues of rights, obligations, and new institutions that help maintain commitments for educational equity and justice under these new circumstances.

Students are encouraged to pursue a minor or a coherent set of electives from several departments as approved by their adviser. Suggested minors 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.

Hours	Educational Equality and Cultural Understanding

The following courses are required 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.

9   Choose 3 from the Social Foundations area:
       EDUC 202 – Social Justice Sch & Society [1]
       EPS 380 –Education and Social Justice
       EPS 400 – History of American Education
       EPS 411 – School and Society

6   Choose 2 from the Cultural Understanding area:
       EPS 325 - Social Media & Global Change
       EPS 402 – Asian American Education[1]
       EPS 421 – Racial & Ethnic Families
       EPSY 202 – Exploring Cultural Diversity[2]

6   Choose 2 from the Educational Equality area:
       EPS 405 – Historical and Social Barriers

EPS 412 – Critical Thinking for Teachers
EPS 420 – Sociology of Education
EPS 423 – Politics of Education

3   Elective class from GWS, LLS, AAS, AFRO, AIS, or GLBL

1. Course can be counted in the Core requirement or the Concentration requirement but not both.
2. Concentration and Core Requirement courses found on the General Education Approved Course List may also be credited toward the General Education requirements.

Workplace Training and Development Concentration

Workplace Training and Development is a non-licensure undergraduate concentration. The concentration will provide international and domestic students with the broad sets of knowledge and skills necessary to develop, deliver, and evaluate training and development programs across workplace settings, such as businesses and industries, two-year post-secondary schools, or community and government agencies. In addition, it will serve a growing demand for graduates who have an interest in helping adults learn about and seek to improve organizational performance. The demand comes from a range of business sectors, specifically health care, manufacturing, and logistics.

Students in this concentration will receive an overview of the human resource development field and specifically focus on the training and development aspects of the field. Students will acquire the knowledge and practical skills, in such areas as job and task analysis, training program design, and training 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 is recommended during the program, but it is not required. For internship credit, students can register in HRD 491 Professional Skill Development before the internship starts. At the end of the internship, a letter from the internship supervisor is submitted to the Workplace Training and Development departmental contact.

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 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.

6   Choose 2 from the Human Resource Development Foundations area:
         HRD 400 – Principles of HRE or HRD 401 – Training in Business/Industry
         HRD 402 – Business Principles for HRD

18   Choose 6 from the Human Resource Development Applications area:
         HRD 400 – Principles of HRE or HRD 401 – Training in Business/Industry
         HRD 411 – Training System Design
         HRD 412 – Instructional Techniques
         HRD 414 – Facilitation Skills
         HRD 415 – Diversity in the Workplace
         HRD 440 – Work Analysis
         HRD 470 – Design of Learning Systems
         HRD 472 – Learning Technologies
         HRD 475 – Project Management for HRE
         HRD 480 – Foundation Online Teach Lrn
         HRD 490 – Issues and Developments in HRD

Digital Environments for Learning, Teaching and Agency (DELTA) Concentration

The undergraduate non-licensure concentration in Digital Environments for Learning, Teaching, and Agency (DELTA) will provide students with a strong background in the design, development and implementation of technology for a range of learning environments. Courses will introduce students to learning theory, designing and using technology to support learning, and issues encountered when deploying technology to schools, workplaces and informal learning spaces. The program culminates in a capstone course in which students work on a design project under the direction of one or more faculty members.

Graduating students will be prepared to engage with various stakeholders interested in using technology to support learning in a range of different contexts. Examples include selecting and deploying appropriate technology to support pedagogic goals for schools, corporations, or informal learning environments such as museums and afterschool clubs, designing educational games or toys and educational application development. One of the main objectives for students in DELTA is to build new ways to support learning, and prepare them for leadership roles in formal and informal environments, technology design and implementation strategies. They will also be prepared to pursue graduate study in a range of programs, such as educational technology, learning sciences, or instructional technology at the University of Illinois or elsewhere.

Students are encouraged to pursue a relevant minor or coherent set of electives from several related departments. Suggested minors include: computer science, communication, psychology,

informatics, media and cinema studies or sociology. Students may also consider a minor in a specific content area from the arts and sciences to develop expertise in a particular field.

The DELTA concentration consists of 24 hours of course work. Students are required to take a minimum of two foundations courses, three core courses and three elective courses. The core courses are designed to ensure students leave the program with foundational knowledge and skills necessary to design, develop, implement, manage, and evaluate digital environments. The elective courses allow students to tailor the concentration to fit individual career goals and areas of interest. Students should take the foundation course *Introduction to Digital Environments* in the first semester they join DELTA. Similarly, the *Capstone Research Project* should be taken in the last semester after the majority of DELTA-related course work is complete.

Hours   **Digital Environments for Learning, Teaching and Agency (DELTA)**

The following courses are required 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.

Hours	
3	CI 210 – Introduction to Digital Learning Environments
3	CI 489 – Capstone Research Project
3	Choose 1 from the Learning and Psychological Issues area:
	EPSY 408 Learning & Human Development with Education Technology
	EPSY 490 – Dev in Educ Psyc (Learning in Everyday Contexts section)
	PSYC 357 - Introduction to Cognitive Science
3	Choose 1 from the Learning and Social Issues area:
	CI 482 – Social Learning and Multimedia
	EPSY 402 – Sociocultural Influences on Learning
	EPSY 404 Adjustment in School Settings
3	Choose 1 from the Learning and Equity Issues area:
	EPS 380 – Education and Social Justice
	EPS 415 - Technology & Education Reform
	SPED 312 – Introduction to Educational Technology
9	Choose 3 from the Learning and Technology Electives area:
	CI 424 – Child Development and Technology
	CI 437 – Education Game Design
	CI 438 - Computer Programming and the Classroom
	CI 499 ALT – Issues & Development in Educ (Attention, Learning and Technology section)
	CI 499 DLS – Issues & Development in Educ (Designing Learning Spaces section)
	HRD 472 – Learning Technologies
	EPS 431 – New Learning
	EPSY 408 – Learning and Human Development with Educational Technology

CLEARANCES:

Signatures:

_____

Unit Representative: James Anderson   Date:

_____

Unit Representative: David Brown   Date:

_____

Unit Representative: Daniel Morrow   Date:

_____

Unit Representative: Michaelene Ostrosky   Date:

_____

College Representative: Christopher M. Span   Date:

Appendix A:
(Proposed Curriculum Revisions)

Current Requirements:	Hours	Revised Requirements:	Hours
Core Requirement		*Core Requirement*	

Choose 2 from the following:
    SPED 117 – The Culture of Disability
    EPS 201 – Foundations of Education or EPS 202 – Foundations of Education Advanced Composition
    EPSY 236 – Child Dev in Education
	6-7	Choose 2 from the following Education Foundations:
		    EPS 201 – Foundations of Education, EPS 202 – Foundations of Education Advanced Composition, or EDUC 201 – Identity and Difference in Edu
		    EPSY 220 – Career Theory and Practice
		    EPSY 236 – Child Dev in Education
		    SPED 117 – The Culture of Disability
			6-7

Choose 6 from the following, with at least 2 in each area:
Teaching and Learning:
    CI 260 – Serving Child in Schools/Comm
    CI 415 – Language Varieties, Cult, & Learning
    EPSY 401 – Child Language and Education
    EOL 440 – Prof Issues for Teachers
    EPSY 201 – Educational Psychology
    EPSY 400 – Psyc of Learning in Education
 	
Leadership in a Diverse Global Economy:
    EPS 310 – Race and Cultural Diversity
    EPS 402 – Asian American Education[4]
    EPS 405 – Historical & Social Barriers
    HRD 415 – Diversity in the Workplace
	18-20	Choose 6 from the following, with at least 2 in each area:
		Learning and Instruction:
		    CI 210 – Introduction to Digital Learning Environments
		    CI 415 – Language Varieties, Cult, & Learning
		    EPOL 350 – Social Learning and Knowledge
		    EPSY 201 – Educational Psychology
		    EPSY 400 – Psyc of Learning in Education
		    EPSY 401 – Child Language and Education
		
		Leadership in a Diverse Global Economy:
		    EDUC 202 – Social Justice Sch & Society[4]
		    EPS 310 – Race and Cultural Diversity
		    EPS 402 – Asian American Education[4]
		    EPS 405 – Historical and Social Barriers
		    HRD 414 – Facilitation Skills
		    HRD 415 – Diversity in the Workplace
			18-20

AppLeS Concentration		AppLeS Concentration	
EPSY 403 – Res Methods in Learning Scienc	3	EPSY 403 – Res Methods in Learning Scienc	3

EPSY 398 – Thesis (Capstone Research Project)	3	Capstone Research Project
		    EPSY 395 – Independent Study (1 hour)
		    EPSY 398 – Thesis (2 hours)
			3

Choose 2 from the following:
    EPSY 427 – Learning from Text
    EPSY 490 – Developments in Educ Psyc (Learning in Everyday Contexts section)
    PSYC 357 – Intro Cognitive Science
	6	Choose 2 from the Cognitive Science of Learning area:
		    EPSY 427 – Learning from Text
		    EPSY 490 – Developments in Educ Psyc (Learning in Everyday Contexts section)
		    EPSY 490 – Developments in Educ Psyc (Multimedia Comprehension section)
		    PSYC 357 – Intro Cognitive Science
			6

Choose 1 from the following:
    EPSY 407 – Adult Learning and Development
    EPSY 431 – Cognitive Dev in Educ Context
	3	Choose 1 from the Learning and Development area:
		    EPSY 407 – Adult Learning and Development
		    EPSY 431 – Cognitive Dev in Educ Context
		    EPSY 490 – Developments in Educ Psyc ('Brain Training': Myths and Realities section)
			3

Choose 1 from the following:
    EPSY 402 – Sociocultural Infl on Learning
    EPSY 404 – Adjustment in School Settings
    HRD 490 – Issues and Developments in HRD
	3	Choose 1 from the Learning and Socio-Cultural Contexts area:
		    CI 446 – Culture in the Classroom
		    EPSY 402 – Sociocultural Infl on Learning
		    EPSY 404 – Adjustment in School Settings
			3

Choose 1 from the following:
    EPSY 408 – Learning & Hum Dev w/ EdTech
    HRD 472 – Learning Technologies
    EPSY 456 – Human Performance and Cognition in Context
	3	Choose 1 from the Learning, Design, and Technology area:
		    CI 437 – Educ Game Design
		    EPSY 408 – Learning & Hum Dev w/ EdTech
		    EPSY 456 – Human Performance and Cognition in Context
		    HRD 472 – Learning Technologies
			3

Choose 1 from the following:
    EPSY 486 – Principles of Measurement
    SOC 485 – Intermediate Social Statistics
	3	Choose 1 from the Data Analysis and Quantitative Reasoning area:
		    EPSY 486 – Principles of Measurement
		    SOC 485 – Intermediate Social Statistics
			3

EECU Concentration		EECU Concentration	
Choose 3 from the following: 　EPS 380 –Education and Social Justice 　EPS 400 – History of American Education 　EPS 405 – Historical & Social Barriers 　EPS 411 – School and Society	9	Choose 3 from the Social Foundations area: 　EDUC 202 – Social Justice Sch & Society (3 hours) [1] 　EPS 380 –Education and Social Justice 　EPS 400 – History of American Education 　EPS 411 – School and Society	9
Choose 2 from the following Cultural Understanding area: 　EPS 402 – Asian American Education[1] 　EPS 422 – Race, Ed Pol, and Soc Science 　EPS 426 – Comparative Education	6	Choose 2 from the Cultural Understanding area: 　EPS 325 - Social Media & Global Change 　EPS 402 – Asian American Education[1] 　EPS 421 – Racial & Ethnic Families 　EPSY 202 – Exploring Cultural Diversity[2]	6
Choose 2 from the following Educational Equality area: 　EPS 412 – Critical Thinking for Teachers 　EPS 420 – Sociology of Education 　EPS 423 – Politics of Education	6	Choose 2 from the Educational Equality area: 　EPS 405 – Historical and Social Barriers 　EPS 412 – Critical Thinking for Teachers 　EPS 420 – Sociology of Education 　EPS 423 – Politics of Education	6
Elective class from GWS, LLS, AAS, AFRO, AIS, or GLBL	3	Elective class from GWS, LLS, AAS, AFRO, AIS, or GLBL	3
		Footnote 2: Concentration courses found on the General Education Approved Course List may also be credited toward the General Education requirements.	

WTD Concentration		WTD Concentration	

HRD 401 – Training in Business/Industry	3	Choose 2 from the Human Resource Development Foundations area:
		    HRD 400 – Principles of HRE or
		    HRD 401 – Training in Business/Industry
		    HRD 402 – Business Principles for HRD
			6

HRD 402 – Business Principles for HRD	3		
HRD 411 – Training System Design	3		
HRD 412 – Instructional Techniques	3		
HRD 414 – Facilitation Skills	3		

HRD 415 – Diversity in the Workplace	3	Choose 6 from the Human Resource Development Applications area:
		    HRD 400 – Principles of HRE or
		    HRD 401 – Training in Business/Industry
		    HRD 411 – Training System Design
		    HRD 412 – Instructional Techniques
		    HRD 414 – Facilitation Skills
		    HRD 415 – Diversity in the Workplace
		    HRD 440 – Work Analysis
		    HRD 470 – Design of Learning Systems
		    HRD 472 – Learning Technologies
		    HRD 475 – Project Management for HRE
		    HRD 480 – Foundation Online Teach Lrn
		    HRD 490 – Issues and Developments in HRD
			18

HRD 440 – Work Analysis	3		
HRD 472 – Learning Technologies	3		

DELTA Concentration		DELTA Concentration	
CI 210 – Introduction to Digital Learning Environments	3	CI 210 – Introduction to Digital Learning Environments	3
CI 489 – DELTA Capstone Project	3	CI 489 – DELTA Capstone Project	3
Choose 1 from the following: 　EPSY 408 - Learning & Human Development with EdTech 　PSYC 357 **-** Introduction to Cognitive Science 　EPSY 490 – Developments in Educ Psyc (Learning in Everyday Contexts section)	3	Choose 1 from the Learning and Psychological Issues area: 　EPSY 408 - Learning & Human Development with EdTech 　EPSY 490 – Developments in Educ Psyc (Learning in Everyday Contexts section) 　PSYC 357 **-** Introduction to Cognitive Science	3
Choose 1 from the following: 　EPSY 402 – Sociocultural Influences on Learning 　CI 482 – Social Learning and Multimedia	3	Choose 1 from the Learning and Social Issues area: 　CI 482 – Social Learning and Multimedia 　EPSY 402 – Sociocultural Influences on Learning 　EPSY 404 Adjustment in School Settings	3
Choose 1 from the following: 　EPS 380 – Education and Social Justice 　SPED 312 – Introduction to Educational Technology 　HRD 415 – Diversity in the Workplace	3	Choose 1 from the Learning and Equity Issues area: 　EPS 380 – Education and Social Justice 　EPS 415 - Technology & Education Reform 　SPED 312 – Introduction to Educational Technology	3
Choose 3 from the following: 　CI 437 – Educational game design 　CI 438 - Computer Programming and the Classroom 　CI 424 – Child Development and Technology 　EPSY 408 – Learning and Human Development with EdTech 　HRD 472 – Learning Technologies 　EPS 431 – New Learning 　HRD 575 – Innovations in eLearning	9	Choose 3 from the Learning and Technology Electives area: 　CI 424 – Child Development and Technology 　CI 437 – Education game design 　CI 438 - Computer Programming and the Classroom 　CI 499 ALT – Issues & Development in Educ (Attention, Learning and Technology section) 　CI 499 DLS – Issues & Development in Educ (Designing Learning Spaces section) 　HRD 472 – Learning Technologies 　EPS 431 – New Learning 　EPSY 408 – Learning and Human Development with EdTech	9