LEARNING & EDUCATION STUDIES: WORKPLACE TRAINING & DEVELOPMENT, BS

for the degree of Bachelor of Science Major in Learning & Education Studies, Workplace Training & Development concentration

The **Learning & Education Studies, BS** with a concentration in Workplace Training & Development will provide international and domestic students with the broad sets of knowledge and skills necessary to design, develop, deliver, and evaluate training and development programs across workplace settings, such as businesses and industries, 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.

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 training program design, training program facilitation and coordination, and learning with technologies.

An internship is recommended during the program, but it is not required. For internship credit, students can register in EPOL 491 Supervised Internship before the internship starts. At the end of the internship, a letter from the internship supervisor is submitted to the Workplace Training and Development concentration 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 wish to be a trainer and instructional designer;
- Individuals who currently work in a technical role, and who want to become more involved in training others about their occupation;
- Individuals who wish to work in the business and industry outreach departments of higher education institutions;
- 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, Psychology, Technology, and Management.

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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 concentrations.

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (https://studentcode.illinois.edu/article3/part8/3-801/) (§ 3-801) and in the Academic Catalog (http://catalog.illinois.edu/general-information/degree-general-education-requirements/).

General Education Requirements

Follows the campus General Education (Gen Ed) requirements (https://courses.illinois.edu/gened/DEFAULT/DEFAULT/). Some Gen Ed requirements may be met by courses required and/or electives in the program.

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

College of Education Requirements

Code	Title	Hours
EDUC 101	Education Orientation Seminar	1
Learning & Education Studies Core		24-27
Choose two courses from the following Education Foundations:		6-7
EDUC 201	Identity and Difference in Education	
or EPOL 201	Foundations of Education	
or EPOL 202	Foundations of Education-ACP	
EPSY 220	Career Theory and Practice	
SPED 117	The Culture of Disability	
Choose six courses from the following, with at least two in each area:		18-20
Learning & Instruction:		

CI 210	Introduction to Digital Learning Environments (May count toward both the Core and Concentration requirements)	
CI 415	Language Varieties, Cultures and Learning	
EPSY 201	Educational Psychology	
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
Leadership in a Diverse Global Economy:		
EDUC 202	Social Justice, School and Society (May count toward the Core or Concentration requirement only)	
EPOL 310	Race and Cultural Diversity	
EPOL 402	Asian American Education (May count toward the Core or Concentration requirement only)	
EPOL 403	Historical and Social Barriers (May count toward both the Core and Concentration requirements)	
EPOL 473	Facilitation Skills (May count toward both the Core and Concentration requirements)	
EPOL 474	Diversity in the Workplace (May count toward both the Core and Concentration requirements)	

Code	Title	Hours
Workplace Training & Development Concentration		**24**
Human Resource Development Foundations area:		6
EPOL 470	Principles of Human Resource Education	
EPOL 471	Business Principles for Human Resource Development	
Choose six courses from the Human Resource Development Applications area:		18
EPOL 472	Instructional and Training System Design	
EPOL 473	Facilitation Skills	
EPOL 474	Diversity in the Workplace	
EPOL 475	Work Analysis	
EPOL 476	Project Management Principles and Applications	
EPOL 477	Issues and Developments in Human Resource Development	
EPOL 482	Design and Development of eLearning Systems	
EPOL 483	Learning Technologies	
EPOL 485	Introduction to eLearning	

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Sample Sequence

This sample sequence is intended to be used only as a guide for degree completion. All students should work individually with their academic advisors to decide the actual course selection and sequence that works best for them based on their academic preparation and goals. Enrichment programming such as study abroad, minors, internships, and so on may impact the structure of this four-year plan. Course availability is not guaranteed during the semester indicated in the sample sequence.

Students must fulfill their Language Other Than English requirement by successfully completing a third level of a language other than English. For more information, see the corresponding section on the Degree and General Education Requirements page *(http://catalog.illinois.edu/general-information/degree-general-education-requirements/).*

First Year

First Semester	Hours	Second Semester	Hours
EDUC 101	1	Composition I or General Education course	4
Language Other Than English (3rd level)	4	General Education course	3
Composition I or General Education course	4	General Education course	3
General Education course	3	General Education course	3
General Education course	3	Elective course	2
	15		15

Second Year

First Semester	Hours	Second Semester	Hours
Education Foundations course	3	Learning & Instruction course	3
Education Foundations course	3	Leadership in a Diverse Global Economy course	3
General Education course	3	General Education course	3
General Education course	3	General Education course	3
General Education course	3	General Education course	3
	15		15

Third Year

First Semester	Hours	Second Semester	Hours
EPOL 470	3	EPOL 471	3
Learning & Instruction course	3	Learning & Instruction or Leadership in a Diverse Global Economy course	3
Leadership in a Diverse Global Economy course	3	Human Resource Development Applications course	3
Learning & Instruction or Leadership in a Diverse Global Economy course	3	Elective course	3

First Semester	Hours	Second Semester	Hours
Elective course	3	Elective course	3
	15		**15**
Fourth Year			
First Semester	**Hours**	**Second Semester**	**Hours**
Human Resource Development Applications course	3	Human Resource Development Applications course	3
Human Resource Development Applications course	3	Human Resource Development Applications course	3
Human Resource Development Applications course	3	Elective course	3
Elective course	3	Elective course	3
Elective course	3	Elective course	3
	15		**15**

Total Hours 120

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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).

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College of Education

Education Building
1310 S. Sixth Street
Champaign, IL 61820
College of Education website (https://education.illinois.edu/)
College of Education faculty (https://education.illinois.edu/faculty-finder/)

Office of Undergraduate Programs

110 Education Building
Student Academic Affairs email: saao@education.illinois.edu
217-333-2800
Admissions & Academics website (https://education.illinois.edu/programs/undergrad/)

Student Academic Affairs website (https://education.illinois.edu/student-resources/undergraduate/undergraduate-advising-support/)

Information listed in this catalog is current as of 07/2025