

: INSTRUCTIONAL SYSTEM DESIGN MANAGEMENT AND LEADERSHIP, CERT

In Workflow

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12. Board of Trustees (none)
13. IBHE (none)
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Approval Path

1. Mon, 22 Mar 2021 21:25:18 GMT
Deb Forgacs (dforgacs): Approved for U Program Review
2. Tue, 23 Mar 2021 13:50:59 GMT
Mary Allison Witt (awitt1): Approved for 1760 Committee Chair
3. Tue, 23 Mar 2021 14:28:17 GMT
Laura Ketchum (ketchum): Approved for 1760 Head
4. Tue, 06 Apr 2021 15:15:44 GMT
K Peter Kuchinke (kuchinke): Approved for KN Committee Chair
5. Tue, 06 Apr 2021 15:30:53 GMT
Christopher Span (cspan): Approved for KN Dean
6. Tue, 06 Apr 2021 15:36:29 GMT
John Wilkin (jpwilkin): Approved for University Librarian
7. Thu, 06 May 2021 19:52:53 GMT
Allison McKinney (agrindly): Approved for Grad_College
8. Mon, 09 Aug 2021 22:53:55 GMT
Kathy Martensen (kmartens): Approved for Provost

New Proposal

Date Submitted: Mon, 22 Mar 2021 19:50:20 GMT

Viewing:: Instructional System Design Management and Leadership, CERT

Changes proposed by: Wenhao David Huang

Proposal Type

Proposal Type:

Major (ex. Special Education)

Administration Details

Official Program Name

Instructional System Design Management and Leadership, CERT

Sponsor College

Education

Sponsor Department

Education Policy, Organization and Leadership

Sponsor Name

Yoon Pak, Professor and Head

Sponsor Email

yoopak@illinois.edu

College Contact

Kathy Stalter

College Contact Email

kstalter@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term

Fall 2021

Provide a brief, concise description (not justification) of your proposal.

Establish the Online Campus Graduate Certificate in Instructional System Design Management and Leadership (ISDML) in the Department of Education Policy, Organization and Leadership

Program Justification

Provide *abrief* justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

Department of Education Policy, Organization and Leadership (EPOL) is proposing a Campus Graduate Certificate (CGC) program in Instructional System Design Management and Leadership (ISDML) for individuals who are aspired to design and develop technology-enriched and -enabled learning systems for broadly defined learning and performance goals in workplace contexts.

The ISDML CGC covers foundational knowledge and competencies in instructional system design and learning technology integration for practical application purposes in workplace settings. In addition, the coursework will help learners develop skills in various topical areas (e.g., project management, program evaluation, consulting with organizations).

The ISDML Campus Graduate Certificate (CGC) is meeting the increasing need of workplaces and workforce development to expand learning and development modalities from face-to-face to virtual settings, in response to changing organizational needs as well as major systemic changes, such as the pandemic.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

The proposed CGC in ISDML certificate recipients will be able to meet the needs of:

- Modifying existing learning systems and solutions for remote and online delivery;
- Designing scalable learning systems and solutions for developing working professionals' capabilities in the workplace;
- Developing learning systems and solutions for broadly defined learning and performance outcomes in the workplace across industries;
- Facilitating adoptions of innovations in broadly defined learning and performance contexts in the workplace;
- Evaluating the impact of learning systems and solutions in the workplace;
- Managing the process and resources involved in instructional system design

EPOL will plan for regular and systematic formative evaluations once a year to identify areas for improvement and develop feasible and meaningful interventions to continuously improve the quality of the proposed CGC. The quality of CGC entails learning objective attainment, overall learning engagement, student completion/retention rates, and certificate students' readiness for potential career opportunities. The learning outcome-course map to guide the mentioned formative evaluations. See attached.

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

For new programs, attach Program of Study

EPOL_ISDML_Certificate_PoS.docx

Catalog Page Text - Overview Tab

Text for Overview tab on the Catalog Page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

Instructional System Design Management and Leadership (ISDML) Campus Graduate Certificate requires 16 credit hours to complete. The CGC is designed to train individuals who are aspired to design and develop technology-enriched and -enabled learning systems for broadly defined learning and performance goals in workplace contexts. The ISDML CGC equips students in foundational knowledge and competencies in instructional system design and learning technology integration for practical application purposes in workplace settings. In addition, the coursework will help learners develop skills in various topical areas (e.g., project management, program evaluation, consulting with organizations). We anticipate the proposed CGC to produce capable instructional designers who can lead the efforts to meet many increasing needs of workplaces and workforce development to expand learning and development modalities from face-to-face to virtual settings, in response to changing organizational needs as well as major systemic changes. Upon completing the CGC, students will be able to:

- Modifying existing learning systems and solutions for remote and online delivery;
- Designing scalable learning systems and solutions for developing working professionals' capabilities in the workplace;
- Developing learning systems and solutions for broadly defined learning and performance outcomes in the workplace across industries;
- Facilitating adoptions of innovations in broadly defined learning and performance contexts in the workplace;
- Evaluating the impact of learning systems and solutions in the workplace;
- Managing the process and resources involved in instructional system design

Students who have successfully completed this 16-credit hour certificate may use the certificate to satisfy the following degree requirements, provided they apply and are admitted to the degree program:

- 4 hours of 500-level course required in Education for the EdM degree program at EPOL, and
- 12 hours of Concentration Courses or 400/500-level Courses approved by Advisor for the EdM degree program at EPOL

or

- 4 hours of 500-level course required in Education for the MA degree program at EPOL, and
- 12 hours of 400/500-level Courses approved by Advisor for the MA degree program at EPOL

or

- Up to 12 hours of Major Subject coursework (includes concentration courses) required in Education for the EdD degree program at EPOL, and
- Up to 12 hours of Elective Hours or 400/500-level courses approved by Advisor for the EdD degree program at EPOL

or

- Up to 16 hours of Major Subject coursework (includes concentration courses) required in Education approved by the Advisor for the PhD degree program at EPOL

or

- Up to 16 hours of 400/500-level Courses in Education approved by the Advisor for the CAS program at EPOL

Statement for Programs of Study Catalog

Instructional System Design Management and Leadership (ISDML) Campus Graduate Certificate requires 16 credit hours (four courses) to complete upon admission. Students should follow the program of study below to meet the certificate coursework requirement. Students do not need to follow a specific sequence when completing the courses below

Code	Title	Hours
EPOL 472	Instructional and Training System Design	4
EPOL 476 or EPOL 485	Project Management Principles and Applications Introduction to eLearning	4
EPOL 483	Learning Technologies	4
Choose 1 from:		4
EPOL 570	Organization Development	
EPOL 576	Consulting in Human Resource Development	
EPOL 578	Learning on the Job	
EPOL 594	Program Evaluation	

Requirement	Description
Minimum GPA	3.0

Corresponding Degree

CERT Campus Graduate Certificate

Program Features

Academic Level

Graduate

What is the typical time to completion of this program?

32 weeks of active learning with continuous course registration

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

16

CIP Code

521005 - Human Resources Development.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is available:

Online Only - The entire program is delivered online, students are not required to come to campus.

Describe the use of this delivery method:

All proposed CGC Courses are delivered fully online through Moodle and Canvas LMS. Each course is 8-week long to fit the POTA/B schedule in all current EPOL online programs. Weekly instructional activities are both asynchronous and synchronous. All EPOL online courses host weekly synchronous Zoom meetings to engage students with instructors and peers. We intend to follow the same format in proposed CGC coursework for optimal learner engagement. Asynchronous learning contents are available via Moodle for students' convenient access. Asynchronous online discussion activities are also available for students, moderated by course instructors.

Institutional Context

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

Based on EPOL's extensive experience in delivering training and learning development courses to hundreds of working adults through the Instructional Design MasterTrack Certificate (IDMTC) program in partnership with Coursera since 2018, we believe there is a growing and sustainable need to efficiently upskill the training and learning development workforce around the world during and after the pandemic. Workplaces and organizations are increasing their instructional system design capacity so they can respond more effectively to the next systemic interruption and any other future development.

The proposed ISDML CGC requires 16 credit hours of coursework. Students will have more than 10 weeks of active instruction per semester if taking two courses (eight credit hours) per semester. All 16 credit hours, upon admission, can be transferred into degree programs in Human Resource Development concentration and other concentrations in EPOL.

The proposed ISDML CGC program will leverage coursework currently available in online graduate programs in EPOL at the College of Education. EPOL has been developing and delivering online programs since 1998. EPOL faculty and staff have long-standing experiences in supporting students in various degree seeking graduate and non-degree seeking programs. Grounded in EPOL's experience in developing and managing online programs for more than 20 years (i.e., the Human Resource Development Online was launched in 1998), the ISDML CGC program is well-positioned to scale up its delivery to a wide workforce audience around the world.

University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

This program responds directly to "Campus Strategic Plan Goal 2C i: Identify opportunities for modular curricula that allow the creation of new or modified degree programs" and "Campus Strategic Plan Goal 2-C ii: Provide new educational pathways and enhance current programs to increase flexibility and to foster education across disciplines."

The proposed CGC coursework is also stackable for certificate students to pursue degree-seeking programs at graduate level offered by EPOL at the College of Education. Upon admission, students can transfer all 16 credit hours of coursework for continuing their academic training in graduate degree programs (EdM, EdD, and PhD) at EPOL.

State of Illinois

Indicate which of the following goals of the Illinois Board of Higher Education's Strategic Initiative are supported by this program: (choose all that apply)

High Quality Credentials to Meet Economic Demand - Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.

Describe how the proposed program supports these goals.

ISDML CGC provides a post-secondary standalone credential in an area of study that is in demand across various workplaces and educational sectors. This CGC will not only provide strong foundations and applications in instructional system design and pertinent management skills, but also it will be an educational pathway for students to receive Illinois credentials upon completing proposed coursework. We anticipate that this CGC will support both currently growing, high-demand job opportunities as well as educational requirements necessary to obtain employment. It is evident that investing in the ISDML CGC would provide job seekers and employers with resources necessary to meet Illinois' current and future workforce demands.

Admission Requirements

Desired Effective Admissions Term

Fall 2021

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

- Applicants must have earned at least a bachelor's degree from a regionally accredited college in the United States or a comparable degree from a recognized institution of higher learning abroad. A grade point average (GPA) of 3.0 (A=4.0), or comparable GPA for an international applicant, for the last two years of undergraduate study is a minimum requirement for admission. If applicants' undergraduate study is longer than 4 years, additional semesters may be used to calculate the admission GPA. Please note that proposed programs of study may require a higher GPA than the Graduate College's minimum standard.
- Applicants enrolled in the final year of a bachelor's degree from an accredited college in the United States or a comparable degree program from a recognized institution of higher learning abroad, and who meet the GPA requirements stated above will be admitted conditionally pending receipt of final academic credentials showing the undergraduate degree as conferred.
- International applicants must meet minimum requirements based on their country of origin. Please note that proposed programs of study may require a higher GPA than the Graduate College's minimum standard.
- Applicants whose native language is not English are required to submit proof of English proficiency with an acceptable TOEFL or IELTS score or by qualifying for an English proficiency waiver. Score and waiver requirements are listed at <https://grad.illinois.edu/admissions/instructions/04c>.

Describe how critical academic functions such as admissions and student advising are managed.

Prospective applicants must apply for admission to the Campus Graduate Certificate specifically through the Graduate College admissions process. Graduate and professional admissions minimum requirements will apply - <https://grad.illinois.edu/admissions/apply/requirements>.

The proposed CGC in ISDML poses no impact on faculty advising capacity given the certificate program only requires coursework and the small initial enrollment. EPOL will appoint one faculty member to advise the certificate students. EPOL has accumulated extensive advising experience for non-degree and degree-seeking students through our current on-campus and online programs.

There is negligible impact on faculty capacity in delivering courses required by the ISDML CGC. All courses have been offered on a regular basis from current faculty at EPOL. Depending on the growth of the CGC, additional staff may be needed but would be offset by the additional revenue generated by the certificate program.

Enrollment

Number of Students in Program (estimate)

Year One Estimate

25

5th Year Estimate (or when fully implemented)

50

Estimated Annual Number of Degrees Awarded

Year One Estimate

25

5th Year Estimate (or when fully implemented)

50

What is the matriculation term for this program?

Fall

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Financial Resources

How does the unit intend to financially support this proposal?

Current academic and administrative staff in College of Education Online Programs office have the capacity to maintain records and process student registration in the CGC. We are not anticipating the need to expand such capacity as the proposed CGC initial cohort size (n= 25) is commonly seen in current EPOL online programs.

The proposed CGC, intended for a self-supporting program, will use current tuition base rate at \$490 per credit hour. The total coursework of the proposed CGC in ISDML requires 16 credit hours to complete (\$7840 for the total cost).

Current instructional staff in EPOL will offer and instruct the courses. We are not anticipating the need to hire additional instructors for the proposed CGC in the initial offering of the CGC.

Should demand for this Campus Graduate Certificate exceed expectations, new instructional staff may be recruited to teach some of the courses. The appointment of new instructional staff will be funded by the revenue generated from the proposed CGC program. No financial impact is anticipated.

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

No

Attach letters of support

Self-Supporting_justification_CGC_ISDML.docx

Self_support_application_CGC_ISDML (signed).pdf

Is this program requesting self-supporting status?

Yes

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/ acknowledgement from faculty, students, and/or other impacted units as appropriate.

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

The courses in this proposed CGC poses no impact on faculty advising capacity given the certificate program only requires coursework and the small initial enrollment. EPOL will appoint one faculty member to advise the certificate students. EPOL has accumulated extensive advising experience through our current on-campus and online programs.

There is negligible impact on faculty capacity in developing and delivering courses required by the CGC. All proposed courses will be developed based on existing courses offered by EPOL. Teaching assistants will be appointed to support the course delivery using revenues generated by the proposed CGC.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Those admitted to this Campus Graduate Certificate will take existing courses where library resources are currently sufficient. No additional library sources are needed.

Market Demand

What market indicators are driving this proposal? If similar programs exist in the state, describe how this program offers a unique opportunity for students:

The demand for micro-credential options in the graduate space continues to increase as working professionals look for continued up-skill and development opportunities without the cost or long-term commitment that come with master's programs. According to the Institute for College Access and Success, the number of people who hold post-baccalaureate certificates has increased by more than 50% since 2005 and the numbers continue to grow. Another recent report indicated that certificates have risen to 22% of postsecondary credentials awarded.

In terms of its online delivery format, from 2012 to 2019, the United States has seen an increase in distance offered (1,258%) program completions, suggesting that even though, nationally, distant learning is gathering momentum as a modality for program delivery.

The proposed CGC is targeting individuals who have some experience in instructional system design and are interested in moving into managerial roles in leading and managing instructional system design projects and teams. The proposed coursework will differentiate us from other Instructional System Design programs that train entry-level instructional designers (e.g., Purdue University, Indiana University, and Penn State University).

What type of employment outlook should these graduates expect? Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encourage the program's development.

In terms of potential employment opportunities, nationally, according to the Bureau of Labor Statistics by U.S. Department of Labor, the employment outlook for instructional designers is projected an 11 percent increase in positions between 2016 and 2026. Moreover, due to the pandemic, the development and movement towards online learning and training have brought growing demands in this field. According to a publication by Inside HigherEd (Decherney & Lavander, April 24, 2020), instructional design is considered as the "hottest job in higher education."

What resources will be provided to assist students with job placement?

At this time, specific resources to assist with job placement are not planned for the incoming cohort starting in Fall 2021. Given the graduate level format of this content and the working professional target audience, students are likely to be employed and able to navigate job placement and career growth opportunities independently.

If letters of support are available attach them here:

EPOL-ISDML Support Letter.docx

EPOL_campus_certificate_ISDML_learning_outcomes_course_map.docx

2 EPOL_Campus Graduate Certificates_Letter of Support.pdf

EP Documentation

EP Control Number

EP:22.005

DMI Documentation

Program Reviewer Comments

Deb Forgacs (dforgacs) (Mon, 22 Mar 2021 19:18:38 GMT):Rollback: Discuss with Kathy Stalter.

Deb Forgacs (dforgacs) (Mon, 22 Mar 2021 19:34:08 GMT):Rollback: requested by Kathy Stalter

Key: 1062

Instructional System Design Management and Leadership, Certificate

for the Certificate in Instructional System Design Management and Leadership

department office: Education Policy, Organization and Leadership

351 Education Building

1310 South Sixth

Champaign, IL 61820

phone: (217) 333-0807

department website: <https://education.illinois.edu/epol>

department faculty: <https://education.illinois.edu/faculty-finder/epol>

overview of college admissions & requirements: [College of Education](#)

college website: <https://education.illinois.edu/>

Instructional System Design Management and Leadership (ISDML) Campus Graduate Certificate requires 16 credit hours to complete. The certificate is designed to train individuals who are aspired to design and develop technology-enriched and -enabled learning systems for broadly defined learning and performance goals in workplace contexts. The certificate equips students in foundational knowledge and competencies in instructional system design and learning technology integration for practical application purposes in workplace settings. In addition, the coursework will help learners develop skills in various topical areas (e.g., project management, program evaluation, consulting with organizations). The certificate program intends to produce capable instructional designers who can lead the efforts to meet many increasing needs of workplaces and workforce development to expand learning and development modalities from face-to-face to virtual settings, in response to changing organizational needs as well as major systemic changes.

Students are admitted to Instructional System Design Management and Leadership (ISDML) Campus Graduate Certificate after completion of a bachelor's degree. Students in the certificate

program are required to maintain University of Illinois at Urbana-Champaign and cumulative grade point averages of 3.0 to maintain a good academic standing.

Instructional System Design Management and Leadership Certificate Course list (four courses are required.)

Courses	Credit Hours
EPOL 472 Instructional and Training System Design	4
EPOL 483 Learning Technologies	4
Choose one course from: EPOL 476 Project Management Principles and Applications EPOL 485 Introduction to e-Learning	4
Choose one course from: EPOL 570 Organization Development EPOL 576 Consulting in Human Resource Development EPOL 578 Learning on the Job EPOL 594 Program Evaluation	4

Students may apply all credits to a degree-seeking program at EPOL. Admission requirement to EPOL degree programs is linked below.

<http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edd/>

<http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/>

<http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-ma/>

<http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-phd/>

Department of Education Policy, Organization and Leadership

Campus Graduate Certificate

in

Instructional System Design Management and Leadership (ISDML)

Proposed Course Sequence

Students can receive the certificate upon successfully completing 4 courses below with a minimum of 2.75 GPA per the Campus graduate certificate policy

- **EPOL 472** (Instructional and Training System Design), **4 credit hours**
- **EPOL 483** (Learning Technologies), **4 credit hours**
- **Choose one:** **EPOL 476** (Project Management Principles and Applications) or **EPOL 485** (Introduction to E-Learning), **4 credit hours**
- **Choose one:** **EPOL 570** (Organization Development), **EPOL 576** (Consulting in Human Resource Development), **EPOL 578** (Learning on the Job) or **EPOL 594** (Program Evaluation), **4 credit hours**

Learning Outcome and Course Alignment Map

Intended Learning Outcome	Proposed Courses
Modifying existing learning systems and solutions for remote and online delivery	EPOL 472 EPOL 483
Designing scalable learning systems and solutions for developing working professionals' capabilities in the workplace	EPOL 472 EPOL 476 EPOL 485
Developing learning systems and solutions for broadly defined learning and performance outcomes in the workplace across industries	EPOL 472 EPOL 476 EPOL 485
Facilitating adoptions of innovations in broadly defined learning and performance contexts in the workplace	EPOL 570 EPOL 576 EPOL 578
Evaluating the impact of learning systems and solutions in the workplace	EPOL 472 EPOL 483 EPOL 594
Managing the process and resources involved in instructional system design	EPOL 570 EPOL 576 EPOL 578



The Graduate College | University of Illinois at Urbana-Champaign

**REQUEST & JUSTIFICATION FORM FOR PROGRAM CLASSIFICATION
TRADITIONAL, SELF-SUPPORTING or REIMBURSABLE**

CURRENT PROGRAMS:

Current graduate programs can request a change in classification to Traditional or Reimbursable, but not to Self-supporting.

NEW PROGRAMS:

New programs seeking Traditional classification do not need to complete this form.

New programs seeking Self-supporting classification should be aware of the following:

- a) Students enrolled in Self-supporting programs are ineligible to hold waiver-generating appointments. **NOTE:** There is no mechanism within the Human Resources Front End system that restricts the appointment of a Self-supporting program student to an assistantship. Therefore, if a unit (faculty or staff) appoints a student, in error, significant problems result for everyone involved.
- b) Self-supporting status results in reduced flexibility for the program. Even if a student in the program is most qualified for a particular assistantship appointment and financing is available through the program, the program status makes the student ineligible.
- c) Because Traditional, Reimbursable and Self-supporting programs each yield 90% of net tuition, and the Reimbursable classification avoids the limitations above, a program might find the Reimbursable classification more advantageous than Self-supporting.

Please contact the Fellowship Office at the Graduate College if you have questions or seek clarifications, (217) 333-0036 or gradfellowships@illinois.edu.

COLLEGE OR SCHOOL: College of Education

IS THIS A NEW OR EXISTING PROGRAM:

New Program

Existing Program

Program Code: _____ Current Classification: _____

REQUESTED CLASSIFICATION: TRADITIONAL REIMBURSABLE SELF-SUPPORTING

JUSTIFICATION: On a separate sheet, please address the following.

1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.
2. Describe the expected impact of the requested classification to new students. How will these measures affect the affordability of the program? What type of financial aid, if any, will be offered? Note: Continuing students will not be affected as they are subject to the rules in effect at the time of their admission.
3. What provisions will be made to communicate the implications of the classification to prospective and newly admitted students?
4. Name the college and program contact persons in charge of implementing and communicating the classification and its consequences to students.

Unit Head Signature and Date Yoon K. Park 03.19.2021

College Dean Signature and Date James D. Anderson 3-19-2021

Self-Supporting Status Request Justification for Certificate in Instructional System Design Management and Leadership

Response

1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (2) how the requested classification will benefit and not adversely affect the academic quality of the program.

>> EPOL is requesting the self-supporting program status for the proposed Campus Graduate Certificate in Instructional System Design Management and Leadership in order to serve additional students above and beyond the resources provided by the state while fulfilling demonstrated higher education and workforce needs. Currently, there are populations of working adults not served by IL state-supported programs who would be willing to enroll in self-supporting programs.

- (a) In terms of pros and cons, the requested self-supporting program status will receive no state-support; however, it has the potential to generate resources that would enhance the quality, access, and affordability of academic programs. We anticipate the self-supporting program can generate revenues to provide additional support for graduate students and students in state-supported programs at EPOL.
- (b) In terms of benefit, we anticipate the proposed CGC to serve a non-traditional population, such as full-time employees, mid-career professionals, international students, and/or students supported by their employers. EPOL, through decades of offering graduate education to non-traditional students, has accumulated extensive experience in maintaining the rigor and quality of self-supporting programs for our students. EPOL has also learned that non-traditional students served by self-supporting programs could enrich EPOL learning communities through their extensive professional experiences.

2. Describe the expected impact of the requested classification to new students. How will these measures affect the affordability of the program? What type of financial aid, if any, will be offered? Note: Continuing students will not be affected as they are subject to the rules in effect at the time of their admission.

>> The requested self-supporting program status will enable EPOL to assess tuition with a lower rate than that of traditional programs. Since the proposed CGC program is fully online, new students only need to pay \$490 per credit hour for 16 hours for the CGC credentials. Additional fees for on-campus services, common for traditional programs, are not applicable to students taking online courses only. In addition, new students enrolled in the proposed CGC with self-supporting status will be eligible for financial aid since the proposed CGC requires students to take at least 10 weeks of instruction per semester (i.e., at least two 8-week courses per semester). Overall, the self-supporting status will make the

proposed CGC program more affordable than traditional programs.

3. What provisions will be made to communicate the implications of the classification to prospective and newly admitted students?

>> For the proposed CGC requesting the self-supporting status, EPOL will follow existing marketing and promotional practices that have been in place for recruiting new students into our existing online degree programs with self-supporting status. Transparency is our guiding strategy in communicating implications of self-supporting status to our prospective students. All pertinent information related to assessed tuition rate and financial aid eligibility will be available via webpages, printed promotional materials, email correspondences, and phone calls with EPOL faculty and staff.

4. Name the college and program contact persons in charge of implementing and communicating the classification and its consequences to students.

>> Wenhao David Huang, Co-DGS at EPOL

>> Laura Ketchum, Business Manager, EPOL



COLLEGE OF EDUCATION

Department of Education Policy, Organization & Leadership
351 Education Building, MC-708
1310 S. Sixth St.
Champaign, IL 61820

March 18, 2021

Subject: Letter of Support – EPOL Campus Graduate Certificate Proposal in Instructional System Design Management and Leadership

I am writing to lend my highest support for EPOL's Campus Graduate Certificate Proposal in Instructional System Design Management and Leadership. The department, and the Human Resource Development concentration area in particular, has been offering a suite of courses over the years online that focuses on elements of instructional design. This CGC proposal fulfills an important niche that combines elements of management and leadership preparation for those in instructional design. This promises to be a unique offering with tangible import and outcomes, and perhaps more relevant in this COVID moment and thereafter.

Sincerely,

A handwritten signature in black ink that reads 'Yoon K. Pak'. The signature is written in a cursive style with a large, sweeping 'Y' and 'P'.

Professor and Head
Education Policy, Organization and Leadership
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[Education Online & Off-Campus Programs](#)

March 22nd, 2021

To
Campus Graduate Certificate Proposal Review Committee Members

Sub: Letter of Support for two EPOL Campus Graduate Certificate Programs

I am writing to express my enthusiastic support for two proposals for the establishment of two Campus Graduate Certificate programs from Education's Educational Policy Organization and Leadership (EPOL) department. The two EPOL proposals are for a:

1. Campus Graduate Certificate in Cancer Management in Underrepresented Communities: Innovation and Implementation; and a
2. Campus Graduate Certificate in Instructional System Design Management and Leadership

Since I started in my role as Director of Online Programs at the College of Education at Urbana-Champaign in May 2020, I have been looking for ways for the college to expand its online offerings. The college already has an impressive array of degree and non-degree online programs which include an online doctorate (EdD), a master's (EdM), and *certificate of specialization* programs. There are 14 certificate of specialization programs in Education, which are essentially college graduate certificate programs intended for both degree and non-degree students. However, Education's college level certificates are not transcriptable and students in these programs are not eligible for financial aid. Campus Graduate Certificate programs are a meaningful addition to the college's online offerings because they are targeted at students who want a transcript and, perhaps, need financial aid as well. They represent stackable options for students wanting to pick up an extra credential after a baccalaureate degree but don't want to enter a master's program, yet. At the same time, these students may be looking at a master's degree program in the future and the Campus Graduate Certificate credits could be transferred into a qualifying degree program. Both EPOL and the college want to leverage the opportunity afforded by the Campus Graduate Certificate to both meet student needs and enhance their collection of online offerings. The two new programs proposed by EPOL will be amongst the first of the college's Campus Graduate Certificate programs and will add to the online programs of the college in a significant way in terms of their disciplinary focus, and their format.

Additionally, I have worked with Dr. David Huang, one of the project leads, closely on a variety of online programs. He has long-standing experience with conceptualizing, designing and delivering online programs and courses in EPOL. I am confident that he will do what it takes to bring these proposals to fruition. Please let me know if you have further questions.

Yours sincerely,



Sangeetha Gopalakrishnan, Ph.D.

Director of Online Programs

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