

: LEARNING DESIGN AND LEADERSHIP, CERT

In Workflow

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Approval Path

1. Tue, 20 Apr 2021 19:20:58 GMT
Deb Forgacs (dforgacs): Approved for U Program Review
2. Tue, 20 Apr 2021 19:22:20 GMT
Wenhao David Huang (wdhuang): Approved for 1760 Committee Chair
3. Tue, 20 Apr 2021 20:54:30 GMT
Laura Ketchum (ketchum): Approved for 1760 Head
4. Thu, 06 May 2021 17:03:26 GMT
K Peter Kuchinke (kuchinke): Approved for KN Committee Chair
5. Thu, 06 May 2021 18:03:20 GMT
Christopher Span (cspan): Approved for KN Dean
6. Thu, 06 May 2021 18:05:24 GMT
John Wilkin (jpwilkin): Approved for University Librarian
7. Thu, 09 Sep 2021 20:00:16 GMT
Allison McKinney (agrindly): Approved for Grad_College
8. Mon, 13 Sep 2021 19:20:56 GMT
Kathy Martensen (kmartens): Approved for Provost

New Proposal

Date Submitted: Tue, 20 Apr 2021 18:03:27 GMT

Viewing:: Learning Design and Leadership, CERT

Changes proposed by: Wenhao David Huang

Proposal Type

Proposal Type:

Major (ex. Special Education)

Administration Details

Official Program Name

Learning Design and Leadership, CERT

Sponsor College

Education

Sponsor Department

Education Policy, Organization and Leadership

Sponsor Name

Yoon Pak, Professor and Head of EPOL

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 Campus Graduate Certificate in Learning Design and Leadership (LDL) (Online)

Program Justification

Provide *brief* 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.

This Campus Graduate Certificate (CGC) addresses the theories and practices of learning in the context of digital media and learner diversity. Its focus is on innovative practices in a wide range of sites, including formal education from K-12 to higher education, workplace and community settings, and informal learning. The program offers an opportunity to learn how to design and implement purposeful, engaging learning environments, including the integration of new media, learning and assessment technologies. It supports career advancement for current or aspiring teachers, college professors, instructional designers, learning resource developers, educational technology analysts, e-learning consultants, and anyone with a personal or professional interest in the future of education. 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. All proposed coursework is grounded in existing courses offered by EPOL to minimize impact on existing resources.

Instructional Resources

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

No

Does this new program/proposed change result in the replacement of another program?

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).

Certificate recipients will be able to develop and evaluate innovative approaches to learning, with a focus on e-learning and technology-mediated knowledge communities.

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. Below is the learning outcome-course map to guide the mentioned formative evaluations.

Learning Outcome and Course Alignment Map

* Developing an understanding of contemporary, computer-mediated learning environments - All courses, but principally:

EPOL 580: Ubiquitous Learning

EPOL 582: New Media and Literacies

* Designing innovative and effective pedagogies - All courses, but principally:

EPOL 581: Knowledge, Learning and Pedagogy

* Building inclusive, diverse learning communities - All courses, but principally:

EPOL 486: New Media and Learner Differences

*Developing and implementing responsive assessment and evaluation processes - All courses, but principally:

EPOL 534: Assessment for Learning

EPOL 583: e-Learning Ecologies

* Knowledge of main theories of learning and understanding the consequences of their application - All courses, but principally:

EPOL 481: New Learning

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_LDL_Certificate_PoS.pdf

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.

The Certificate in Learning Design and Leadership explores innovative approaches to learning, with a focus on e-learning and technology-mediated knowledge communities. It is designed for educators and aspiring leaders in education at all levels, community educators, ed-tech developers, education writers, curriculum resource developers, instructional designers, trainers or anyone with a professional or personal interest in learning.

Statement for Programs of Study Catalog

Students who have successfully completed this 12-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
- 8 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
- 8 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 12 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 12 hours of 400/500-level Courses in Education approved by the Advisor for the CAS program at EPOL

Code	Title	Hours
Choose 3 from:		12
EPOL 481	New Learning	
EPOL 486	New Media & Learner Differences	
EPOL 534	Assessment for Learning	
EPOL 580	Ubiquitous Learning	
EPOL 581	Knowledge, Learning and Pedagogy	
EPOL 582	New Media and Literacies	
EPOL 583	eLearning Ecologies	
Total Hours		12

Other Requirements

Requirement	Description
Minimum 500-level course requirement	1
Minimum GPA	3.0

Corresponding Degree

CERT Campus Graduate Certificate

Program Features

Academic Level

Graduate

Does this major have transcribed concentrations?

No

What is the typical time to completion of this program?

24 weeks, active learning, continuous registration

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

12

What is the required GPA?

3.0

CIP Code

13.0101 - 13.0101

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 CGScholar LMS. Each course is 8-week long to fit the POTA/B schedule in all current EPOL online degree and non-degree 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).

The University of Illinois has a proud history of innovation in education. For over a century, the College of Education has been a world leader in educational research and thinking. As one of the top ranked education schools in the United States and the world, our graduate students have gone on to transform education on every continent.

The Learning Design and Leadership program is the outgrowth of two of the College of Education's most successful online M.Ed. programs: New Learning and CTER (Curriculum, Technology, and Education Reform). The CTER program commenced in 1998 and was one of the first online education programs in the world. Since then, the program has grown and developed to include today tens of thousands of students taking MOOC versions of our courses. While school, college and university educators have been important members of our learning communities, program participants have also included many other professionals, such as developers of instructional software and materials, workplace learning and development professionals, museum professionals, NGO workers, and educational administrators.

It was at the University of Illinois that the world's first e-learning system was invented, PLATO, in 1959. We continue this proud tradition of research and development with the CGScholar program, funded by the Institute of Educational Sciences, US Department of Education, the National Science Foundation and the Bill and Melinda Gates Foundation. In joining the Learning Design and Leadership Program, participants work with professors and graduate students who are active education researchers and innovators inventing digital tools more appropriate for the human, creative, endeavors of learning. As we teach, we are also testing the affordances of digital media. The LDL courses leverage a social learning platform, CGScholar. Developed colleagues in computer science and other disciplines across campus, students use this platform to access course materials, engage in discussions,

create course deliverables, and review peers' work. This continues to be a site of research and development as we search for ways to realize our values in the world of digitally mediated meanings.

The proposed 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 extensive experiences to support students in various degree seeking graduate and non-degree seeking programs. 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 2Ci: 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 apply the certificate coursework for continuing their academic training in graduate degree programs (EdM, EdD, and PhD) at EPOL.

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.

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>.

- 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 last two years of undergraduate study is a minimum requirement for admission, unless high level professional achievements in education subsequent to graduation can be demonstrated. If an applicant's undergraduate study is longer than 4 years, additional semesters may be used to calculate the admission GPA.

- 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.

The proposed CGC poses minimal impact on faculty advising capacity as it is NOT a degree-seeking program. EPOL has accumulated extensive advising experience for non-degree and degree-seeking students through our current on-campus and online programs.

There will be negligible impact on faculty capacity in delivering courses required by the 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

10

5th Year Estimate (or when fully implemented)

30

Estimated Annual Number of Degrees Awarded

Year One Estimate

10

5th Year Estimate (or when fully implemented)

30

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

Attach File(s)

LDL CERT SS Form.pdf

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 for the proposed CGC initial cohort size (n=10).

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 LDL requires 12 credit hours to complete (\$5880 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

LDL CERT SS Form.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 as it is not a degree-seeking program. 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 will be 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.

Should demand for this Campus Graduate Certificate exceed expectations, additional faculty may be required to support larger online course sizes and to maintain existing teaching loads and student-faculty ratios. The funds will be coming from revenues generated by the proposed CGC. If growth exceeds expectations, additional faculty hires may be requested accordingly.

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.

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 non-degree 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 program completions (1,258%), suggesting that distance learning is gathering momentum as a modality for program delivery.

The certificate is designed for educators at all levels, community educators, ed-tech developers, education writers, curriculum resource developers, instructional designers, trainers, or anyone with a professional or personal interest in learning.

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 encouraged the program's development.

Discuss projected future employment and or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections.

(Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at <http://ides.illinois.gov/> and/or the U.S. Bureau for Labor Statistics at <http://www.bls.gov/>).

Due to the pandemic, the development and movement towards online learning and training have brought growing demand among educators to upskill in the area of e-learning.

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.

EP Documentation

EP Control Number

EP.22.015

This proposal requires HLC inquiry

No

DMI Documentation

Program Reviewer Comments

Deb Forgacs (dforgacs) (Mon, 19 Apr 2021 19:19:00 GMT):Rollback: requested, see email.

Deb Forgacs (dforgacs) (Tue, 20 Apr 2021 14:05:40 GMT):Rollback: requested.

Key: 1078

Learning Design and Leadership, Certificate

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/>

This 12-hour Campus Graduate Certificate (CGC) addresses the theories and practices of learning in the context of digital media and learner diversity. Its focus is on innovative practices in a wide range of sites, including formal education from K-12 to higher education, workplace and community settings, and informal learning. The program offers an opportunity to learn how to design and implement purposeful, engaging learning environments, including the integration of new media, learning and assessment technologies. It supports career advancement for current or aspiring teachers, college professors, instructional designers, learning resource developers, educational technology analysts, e-learning consultants, and anyone with a personal or professional interest in the future of education. 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.

Students are admitted to Learning Design and Leadership (LDL) 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.

Learning Design and Leadership Certificate Course list (any three courses are required, all courses 4 credit hours.)

EPOL 481: New Learning

EPOL 486: New Media and Learner Differences

EPOL 534: Assessment for Learning

EPOL 580: Ubiquitous Learning

EPOL 581: Knowledge, Learning and Pedagogy

EPOL 582: New Media and Literacies

EPOL 583: e-Learning Ecologies

Program Structure

- This Campus Graduate Certificate (CGC), will consist of three courses, at least one the 500-level.
- The course credits from CGC will be transcriptive and can be applied to all degree-granting degree programs at Department of EPOL upon degree program admission and with the approval of DGS.
- All courses will be delivered online to allow maximum flexibility. In addition, per the campus policy, students in the proposed CGC will be eligible for financial aid.
- 8-week online courses will allow students to complete the specialization within two semesters depending on an individual learner's plan of study, financial support, and course availability.

Learning Outcome and Course Alignment Map

Intended Learning Outcome	Proposed Courses
Developing an understanding of contemporary, computer-mediated learning environments	All courses, but principally: EPOL 580: Ubiquitous Learning EPOL 582: New Media and Literacies
Designing innovative and effective pedagogies	All courses, but principally: EPOL 581: Knowledge, Learning and Pedagogy
Building inclusive, diverse learning communities	All courses, but principally: EPOL 486: New Media and Learner Differences
Developing and implementing responsive assessment and evaluation processes	All courses, but principally: EPOL 534: Assessment for Learning EPOL 583: e-Learning Ecologies
Knowledge of main theories of learning and understanding the consequences of their application	All courses, but principally: EPOL 481: New Learning

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/>



GRADUATE COLLEGE

110 Coble Hall, MC-322
801 S. Wright St.
Champaign, IL 61820

PROGRAM TUITION WAIVER POLICY PROPOSAL

Proposals to establish or revise tuition waiver policy for a graduate program will follow a shared governance approval process (Department, School, College, Graduate College).

Definitions of Tuition Waiver Policy Designations:

Traditional Programs. Programs either designated as generating full or base-rate tuition waivers. Base rate waivers waives only the Resident Graduate Base tuition amount. Non-Residents or students in a program with an additional tuition differential will be responsible for the remaining portion of tuition.

Reimbursable Programs. Programs identified as programs that would be reimbursed from an appointing unit outside their academic college.

Cost-recovery and self-supporting programs. Students in approved cost-recovery and self-supporting programs are not eligible to receive tuition and fee waivers except statutory waivers. Students in these programs are not eligible to hold a waiver generating graduate appointment (Assistantship or Fellowship). Full time employees may be admitted to these programs, but their employee waiver is not eligible for use towards a program with this designation.

Additional information related to these tuition waiver designations can be found here:
<http://www.grad.illinois.edu/gradhandbook/2/chapter7/tuition-waivers#otherprovisions>.

PROGRAM INFORMATION

COLLEGE OR SCHOOL: College of Education

PROGRAM(s) (Include Program Codes if applicable):
Learning Design and Leadership (CERT)

REQUESTED DESIGNATION (Select desired designation type):

~~Traditional - Full Waiver - Reimbursable~~ Self-Supporting

Comments:

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. What type of financial assistance will be offered to students in the program?
3. Has this program had past practice of offering graduate assistantships? If so, please describe.
4. What provisions will be made to communicate the new classification to prospective and newly admitted students?

APPROVALS: (May use Adobe Signature or print and sign the document)

Department Executive Officer Signature and Date: yoonpak Digitally signed by yoonpak
Date: 2021.09.03 11:01:26 -05'00'

Disciplinary College Signature and Date: [Handwritten Signature] 9/7/21

Graduate College Signature and Date: [Handwritten Signature] 9/8/21



Self-Supporting Status Request Justification for CERT in LDL

Response

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 Learning Design 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 CERT 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. 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 CERT with self-supporting status will be eligible for financial aid since the proposed CERT 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 CERT 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 CERT 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