

**UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE**  
COMMITTEE ON EDUCATIONAL POLICY  
(Final; Information)

EP.23.044 Report of Administrative Approvals through February 27, 2023

Senate committees are authorized to act for and in the name of the Senate on minor matters. Below is a listing of the administrative approvals the Senate Committee on Educational Policy approved at its meeting on February 27. For each program listing, there is no change to the total hours required. Additional information for each approval is attached.

**A. Graduate Programs**

- 1) **Revise the Master of Education in Special Education in the College of Education and the Graduate College (key 220)** – adds one course to a select from list.
- 2) **Revise the Master of Science in Special Education in the College of Education and the Graduate College (key 221)** - adds one course to a select from list.
- 3) **Revise the Master of Education in Elementary Education in the College of Education and the Graduate College (key 199)** - adds one course to a select from list.
- 4) **Revise the Certificate of Advanced Study in Curriculum and Instruction in the College of Education and the Graduate College (key 196)** - adds one course to a select from list.
- 5) **Revise the Master of Education in Curriculum and Instruction in the College of Education and the Graduate College (key 201)** - adds one course to a select from list and corrects migration error to now include the off-campus program code.
- 6) **Revise the Master of Arts in Curriculum and Instruction in the College of Education and the Graduate College (key 200)** - adds one course to a select from list.
- 7) **Revise the Master of Science in Curriculum and Instruction in the College of Education and the Graduate College (key 203)** - adds one course to a select from list.
- 8) **Revise the Master of Education in Early Childhood Education in the College of Education and the Graduate College (key 202)** - adds one course to a select from list.
- 9) **Revise the Certificate of Advanced Study in Education Policy, Organization & Leadership in the College of Education and the Graduate College (key 207)** - adds one course to a select from list.
- 10) **Revise the Master of Education in Education Policy, Organization & Leadership in the College of Education and the Graduate College (key 211)** - adds one course to a select from list.
- 11) **Revise the Master of Arts in Education Policy, Organization & Leadership in the College of Education and the Graduate College (key 210)** - adds one course to a select from list.
- 12) **Revise the Master of Education in Educational Psychology in the College of Education and the Graduate College (key 216)** - adds one course to a select from list.
- 13) **Revise the Master of Arts in Educational Psychology in the College of Education and the Graduate College (key 215)** - adds one course to a select from list.
- 14) **Revise the Master of Science in Educational Psychology in the College of Education and the Graduate College (key 217)** - adds one course to a select from list.
- 15) **Revise the Master of Education in Secondary Education in the College of Education and the Graduate College (key 206)** - adds one course to a select from list.



# Program Change Request

Date Submitted: 01/11/23 3:28 pm

Viewing: **10KS0093EDM &  
10KS0093EDMX : Special Education,  
EDM (on campus & off campus)**

Last approved: 09/29/21 2:13 pm

Last edit: 02/24/23 9:52 am

Changes proposed by: Lori Fuller

[Special Education, EdM](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. U Program Review
2. 1570 Committee Chair
3. 1570 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad\_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

## Approval Path

1. 01/12/23 7:57 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/12/23 5:39 pm  
Kary Zarate  
(kzarat2):  
Approved for 1570  
Committee Chair
3. 02/16/23 4:10 pm  
Michelle Perry  
(mperry):  
Approved for 1570  
Head
4. 02/17/23 8:40 am  
Liv Thorstensson  
Davila (livtd):  
Approved for KN

- Committee Chair
5. 02/17/23 11:36 am  
Karla Moller (kjmoller):  
Approved for KN Dean
  6. 02/19/23 11:14 am  
Chris Prom (prom): Approved for University Librarian
  7. 02/23/23 9:43 am  
Allison McKinney (agrindly):  
Approved for Grad\_College
  8. 02/23/23 10:17 am  
Brenda Clevenger (bmclvngr):  
Approved for COTE Programs
  9. 02/23/23 4:03 pm  
Brooke Newell (bsnewell):  
Approved for Provost

## History

1. Apr 6, 2019 by Deb Forgacs (dforgacs)
2. May 10, 2019 by Kathy Stalter (kstalter)
3. Jun 5, 2020 by Kathy Stalter (kstalter)
4. Sep 29, 2021 by Kathy Stalter (kstalter)

Major (ex. Special Education)

This proposal is  
for a:

## Administration Details

Official Program Name Special Education, EDM (on campus & off campus)

Diploma Title

Sponsor College Education

Sponsor Department Special Education

Sponsor Name [Karla Moller](#) ~~Christopher Span~~

Sponsor Email [kjmoller@illinois.edu](mailto:kjmoller@illinois.edu) ~~[cspan@illinois.edu](mailto:cspan@illinois.edu)~~

College Contact [Lori Fuller](#) ~~Kathy Stalter~~ College Contact Email

[harvey1@illinois.edu](mailto:harvey1@illinois.edu) ~~[kstalter@illinois.edu](mailto:kstalter@illinois.edu)~~

College Budget Officer [Toshua York](#)

College Budget Officer Email [tmyork@illinois.edu](mailto:tmyork@illinois.edu)

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?

No

## Proposal Title

Effective Catalog Term Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Education in Special Education in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

|  |   |
|--|---|
| Provide a brief description of what changes are being made to the program. | Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement. |
|--|---|

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside  
of the sponsoring  
department/interdisciplinary  
departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#)  
letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

All students who complete a master's degree in the Department of Special Education will:

Students who complete a master's degree resulting in teacher certification (e.g., LBS I or LBS II) or endorsement/credential (ECSE/EI) will demonstrate the acquisition of the knowledge and skills required to be competent novice special education teachers by meeting the indicators addressed in several sets of standards. These indicators are embedded in coursework, field-based activities, and other related professional experiences.

Graduate students who complete the LBS II Multiple Disabilities or ECSE course sequence will demonstrate expertise and leadership in their respective areas of specialization by engaging in: a) collaborative leadership activities, b) mentoring other educators, c) practicing effective communication skills, d) acting as change agents, and e) advocating for learners with disabilities.

Graduate students will expand and deepen their attitudes, knowledge and skills about evidence-based practices that result in improved learning and successful outcomes for students with disabilities.

Graduate students will acquire the knowledge and skills to understand multiple research methodologies and how research is used to inform instructional practices with persons with disabilities by engaging in a capstone research project.

Graduate students will become reflective practitioners who problem solve and change their practice to improve services provided to individuals with disabilities and their families. ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program

Description and

Requirements

Attach Documents

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/PublicAdminRules2017.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.*

Revised programs [22-09-10FoundationsRequirementProposal \(1\).docx](#)  
[side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for  
Programs of  
Study Catalog

Course List

| Code                     | Title   | Hours |
|--------------------------|---|-------|
|                          | Psychological Foundations Courses in Educational Psychology |       |
|                          | Select one of the following:                                | 4     |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education                         |       |
| <a href="#">EPSY 401</a> | Child Language and Education                                |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning                         |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings                               |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev                                     |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management                          |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development                              |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology  |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development                                |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance                               |       |

| Code  | Title   | Hours |
|---|---|-------|
| <a href="#">EPSY 490</a>  | Developments in Educational Psychology          |       |
| <a href="#">EPSY 553</a>  | Global Issues in Learning                       |       |
| Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |   |       |
| Select one of the following:  |   | 4     |
| <a href="#">EPOL 401</a>  | History of American Education                   |       |
| <a href="#">EPOL 402</a>  | Asian American Education                        |       |
| <a href="#">EPOL 403</a>  | Historical and Social Barriers                  |       |
| <a href="#">EPOL 405</a>  | School and Society                              |       |
| <a href="#">EPOL 406</a>  | Professional Ethics in Education                |       |
| <a href="#">EPOL 407</a>  | Critical Thinking in Education                  |       |
| <a href="#">EPOL 408</a>  | Aesthetic Education                             |       |
| <a href="#">EPOL 409</a>  | Sociology of Education                          |       |
| <a href="#">EPOL 410</a>  | Racial and Ethnic Families                      |       |
| <a href="#">EPOL 412</a>  | Politics of Education                           |       |
| <a href="#">EPOL 413</a>  | Economics of Education                          |       |
| <a href="#">EPOL 480</a>  | Technology and Educational Reform               |       |
| <a href="#">EPOL 552</a>  | <a href="#">Foundation of Higher Education</a>  |       |
| Select a minimum of 18 hours from the following:  |   | 18    |
| <a href="#">SPED 517</a>  | Disability Issues in Special Education          |       |
| <a href="#">SPED 524</a>  | Supervised Practice in Special Education        |       |
| <a href="#">SPED 526</a>  | Collaborative Leaders in Special Education      |       |
| or <a href="#">SPED 566</a>   | Leadership in Early Childhood Special Education |       |
| <a href="#">SPED 591</a>  | Field Study and Thesis Seminar                  |       |
| Elective Hours:   |   | 6     |
| 400/500-Level Hours Required: 6 hours (Independent Study included)                            |   |       |
| Research/Project/Independent Study Hours (min/max applied toward degree):                     |   | 0-6   |
| Total Hours   |   | 32    |

## Other Requirements:

### Grad Other Degree Requirements

| Requirement                    | Description  |
|--------------------------------|--|
| Program/Licensure Requirements | 10-61 hours depending on emphasis, <a href="http://education.illinois.edu/sped/programs">http://education.illinois.edu/sped/programs</a> |
| Minimum GPA                    | 3.0  |

Corresponding Degree: EdM Master of Education

## Program Features

|   |                                   |
|---|-----------------------------------|
| Academic Level                                    | Graduate                          |
| Does this major have transcripted concentrations? | <a href="#">Yes</a> <del>No</del> |
| Will you admit to the concentration               | <a href="#">No</a>                |

directly?

Is a concentration No  
required for  
graduation?

What is the typical time to completion of this program?  
2 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA?  
3.0

CIP Code 131001 - Special Education and Teaching,  
General.

Is This a Teacher Certification Program?  
Yes

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is  
available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective  
Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

## Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number            EP.23.044

Attach  
Rollback/Approval  
Notices

This proposal            No  
requires HLC  
inquiry

## DMI Documentation

Attach Final  
Approval Notices

Banner/Codebook Name    EDM:Special Education -UIUC

Program Code:            10KS0093EDM & 10KS0093EDMX

| Minor Code | Conc Code | Degree Code | EDM | Major Code |
|------------|-----------|-------------|-----|------------|
| 0093       |           |             |     |            |

Senate Approval  
Date

Senate  
Conference  
Approval Date

BOT Approval  
Date

IBHE Approval  
Date

HLC Approval

Date

DOE Approval

Date

Effective Date:

Attached

Document

Justification for

this request

Program Reviewer

Comments

**Brooke Newell (bsnewell) (01/11/23 9:18 am):** Rollback: Please upload correct side by side for Program.

**Brooke Newell (bsnewell) (01/11/23 2:19 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.

## Fuller, Lori A

---

**Subject:** FW: Support for EPOL 552 as a foundation requirement option

---

**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

---

**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

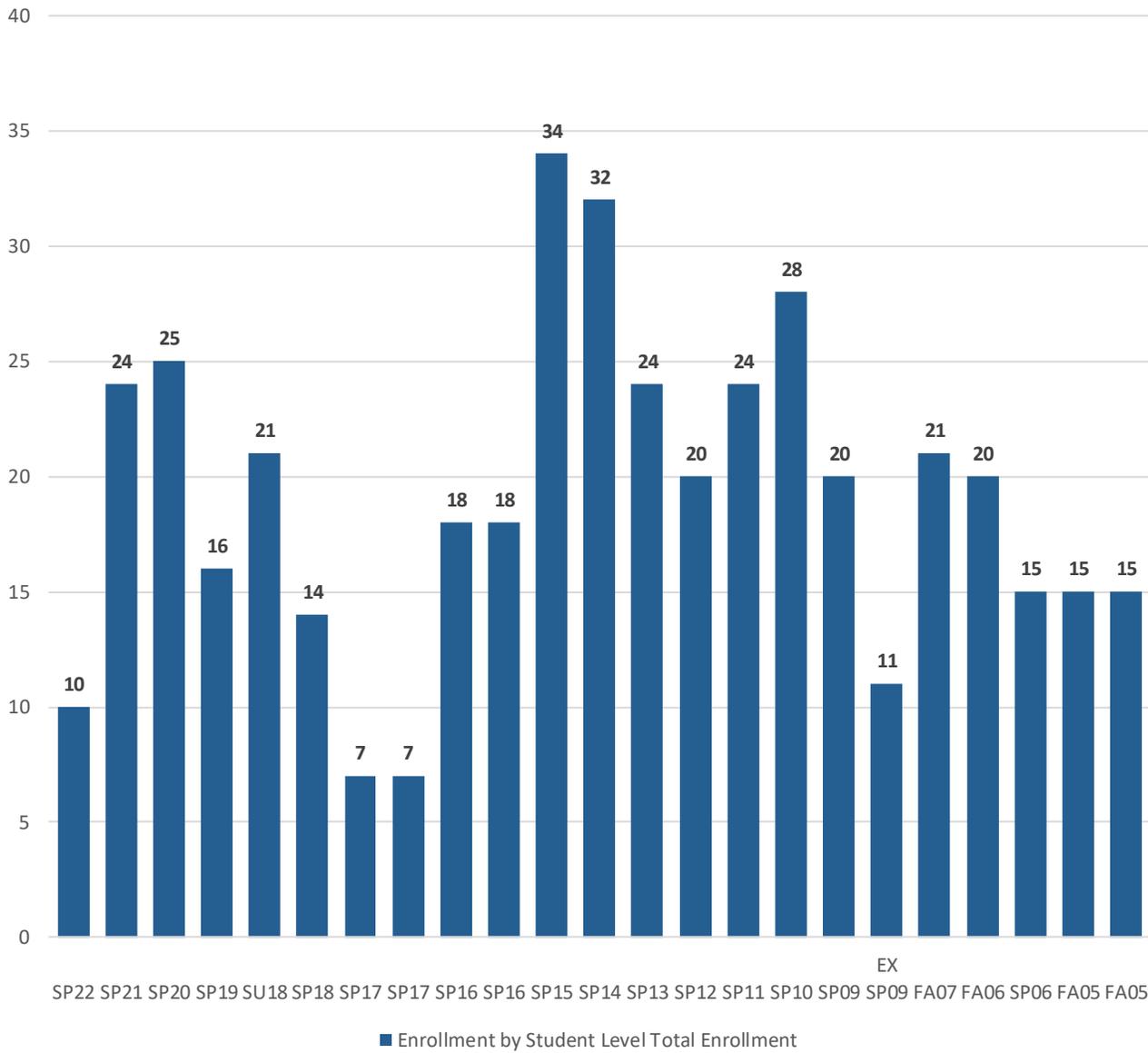
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                  | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|------------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollment | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10               | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24               | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25               | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16               | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21               | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14               | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0                | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34               | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32               | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24               | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20               | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24               | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28               | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20               | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11               | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21               | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20               | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15               | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15               | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13               | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2                | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22               | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12               | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26               | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21               | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18               | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1                | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1                | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16               | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3                | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14               | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11               | 20                   | 24     | 44    | 3.6           | 1                     | O          |

## EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



Course List  
Course List

| Code   | Title  | Hours |
|--|--|-------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |       |
| Select one of the following: 4   |  |       |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |       |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |       |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |       |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |       |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |       |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |       |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |       |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |       |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |       |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |       |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |       |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |       |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |       |
| Select one of the following: 4   |  |       |
| <a href="#">EPOL 401</a>   | History of American Education                              |       |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |       |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |       |
| <a href="#">EPOL 405</a>   | School and Society   |       |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |       |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |       |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |       |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |       |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |       |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |       |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |       |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |       |
| Select a minimum of 18 hours from the following: 18  |  |       |
| <a href="#">SPED 517</a>   | Disability Issues in Special Education                     |       |
| <a href="#">SPED 524</a>   | Supervised Practice in Special Education                   |       |
| <a href="#">SPED 526</a>   | Collaborative Leaders in Special Education                 |       |
| <a href="#">or SPED 566</a>  | Leadership in Early Childhood Special Education            |       |
| <a href="#">SPED 591</a>   | Field Study and Thesis Seminar                             |       |
| Elective Hours: 6  |  |       |
| 400/500-Level Hours Required: 6 hours (Independent Study included)                                   |  |       |
| Research/Project/Independent Study Hours (min/max applied toward degree): 0-6                        |  |       |
| <b>Total Hours 32</b>  |  |       |

Course List  
Course List

| Code   | Title  | Hours |
|--|--|-------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |       |
| Select one of the following: 4   |  |       |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |       |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |       |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |       |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |       |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |       |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |       |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |       |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |       |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |       |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |       |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |       |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |       |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |       |
| Select one of the following: 4   |  |       |
| <a href="#">EPOL 401</a>   | History of American Education                              |       |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |       |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |       |
| <a href="#">EPOL 405</a>   | School and Society   |       |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |       |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |       |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |       |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |       |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |       |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |       |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |       |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |       |
| <a href="#">EPOL 552</a>   | Foundation of Higher Education                             |       |
| Select a minimum of 18 hours from the following: 18  |  |       |
| <a href="#">SPED 517</a>   | Disability Issues in Special Education                     |       |
| <a href="#">SPED 524</a>   | Supervised Practice in Special Education                   |       |
| <a href="#">SPED 526</a>   | Collaborative Leaders in Special Education                 |       |
| <a href="#">or SPED 566</a>  | Leadership in Early Childhood Special Education            |       |
| <a href="#">SPED 591</a>   | Field Study and Thesis Seminar                             |       |
| Elective Hours: 6  |  |       |
| 400/500-Level Hours Required: 6 hours (Independent Study included)                                   |  |       |
| Research/Project/Independent Study Hours (min/max applied toward degree): 0-6                        |  |       |
| <b>Total Hours 32</b>  |  |       |



# Program Change Request

Date Submitted: 01/11/23 3:29 pm

Viewing: **10KS0093MS : Special Education, MS**

Last approved: 09/29/21 2:13 pm

Last edit: 02/24/23 9:52 am

Changes proposed by: Lori Fuller

Catalog Pages  
Using this  
Program

[Special Education, MS](#)

Proposal Type:

## In Workflow

1. **U Program Review**
2. **1570 Committee Chair**
3. **1570 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad\_College**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

## Approval Path

1. 01/12/23 7:57 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/12/23 5:40 pm  
Kary Zarate  
(kzarat2):  
Approved for 1570  
Committee Chair
3. 02/16/23 4:10 pm  
Michelle Perry  
(mperry):  
Approved for 1570  
Head
4. 02/17/23 8:40 am  
Liv Thorstensson  
Davila (livtd):  
Approved for KN  
Committee Chair

5. 02/17/23 11:36 am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:14 am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:43 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 4:03 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. May 10, 2019 by  
Kathy Stalter  
(kstalter)
2. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
3. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

Official Program Name      Special Education, MS

Diploma Title

Sponsor College      Education

Sponsor Department Special Education

Sponsor Name [Karla Moller](#) ~~Christopher Span~~

Sponsor Email [kjmoller@illinois.edu](mailto:kjmoller@illinois.edu) ~~[espan@illinois.edu](mailto:espan@illinois.edu)~~

College Contact [Lori Fuller](#) ~~Kathy Stalter~~

College Contact Email

[harvey1@illinois.edu](mailto:harvey1@illinois.edu) ~~[kstalter@illinois.edu](mailto:kstalter@illinois.edu)~~

College Budget Officer [Toshua York](#)

College Budget Officer Email [tmyork@illinois.edu](mailto:tmyork@illinois.edu)

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?  
No

## Proposal Title

Effective Catalog Term Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Science in Special Education in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

Provide a brief description of what changes are being made to the program.      Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside  
of the sponsoring  
department/interdisciplinary  
departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#)  
letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

All students who complete a master's degree in the Department of Special Education will:

Students who complete a master's degree resulting in teacher certification (e.g., LBS I or LBS II) or endorsement/credential (ECSE/EI) will demonstrate the acquisition of the knowledge and skills required to be competent novice special education teachers by meeting the indicators addressed in several sets of standards. These indicators are embedded in coursework, field-based activities, and other related professional experiences.

Graduate students who complete the LBS II Multiple Disabilities or ECSE course sequence will demonstrate expertise and leadership in their respective areas of specialization by engaging in: a) collaborative leadership activities, b) mentoring other educators, c) practicing effective communication skills, d) acting as change agents, and e) advocating for learners with disabilities.

Graduate students will expand and deepen their attitudes, knowledge and skills about evidence-based practices that result in improved learning and successful outcomes for students with disabilities.

Graduate students will acquire the knowledge and skills to understand multiple research methodologies and how research is used to inform instructional practices with persons with disabilities by engaging in a capstone research project.

Graduate students will become reflective practitioners who problem solve and change their practice to improve services provided to individuals with disabilities and their families. ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program

Description and

Requirements

Attach Documents

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/PublicAdminRules2017.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.*

Revised programs [22-09-10FoundationsRequirementProposal \(1\).docx](#)  
[side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for  
Programs of  
Study Catalog

Course List

| Code                     | Title   | Hours |
|--------------------------|---|-------|
|                          | Psychological Foundations Courses in Educational Psychology |       |
|                          | Select one of the following:                                | 4     |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education                         |       |
| <a href="#">EPSY 401</a> | Child Language and Education                                |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning                         |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings                               |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev                                     |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management                          |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development                              |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology  |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development                                |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance                               |       |

| Code  | Title   | Hours |
|---|---|-------|
| <a href="#">EPSY 490</a>  | Developments in Educational Psychology          |       |
| <a href="#">EPSY 553</a>  | Global Issues in Learning                       |       |
| Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |   |       |
| Select one of the following:  |   | 4     |
| <a href="#">EPOL 401</a>  | History of American Education                   |       |
| <a href="#">EPOL 402</a>  | Asian American Education                        |       |
| <a href="#">EPOL 403</a>  | Historical and Social Barriers                  |       |
| <a href="#">EPOL 405</a>  | School and Society                              |       |
| <a href="#">EPOL 406</a>  | Professional Ethics in Education                |       |
| <a href="#">EPOL 407</a>  | Critical Thinking in Education                  |       |
| <a href="#">EPOL 408</a>  | Aesthetic Education                             |       |
| <a href="#">EPOL 409</a>  | Sociology of Education                          |       |
| <a href="#">EPOL 410</a>  | Racial and Ethnic Families                      |       |
| <a href="#">EPOL 412</a>  | Politics of Education                           |       |
| <a href="#">EPOL 413</a>  | Economics of Education                          |       |
| <a href="#">EPOL 480</a>  | Technology and Educational Reform               |       |
| <a href="#">EPOL 552</a>  | <a href="#">Foundation of Higher Education</a>  |       |
| Select a minimum of 18 hours from the following:  |   | 18    |
| <a href="#">SPED 517</a>  | Disability Issues in Special Education          |       |
| <a href="#">SPED 524</a>  | Supervised Practice in Special Education        |       |
| <a href="#">SPED 526</a>  | Collaborative Leaders in Special Education      |       |
| <a href="#">SPED 566</a>  | Leadership in Early Childhood Special Education |       |
| <a href="#">SPED 591</a>  | Field Study and Thesis Seminar                  |       |
| Elective Hours:   |   | 4     |
| 400/500-Level Hours Required: 4 hours (Independent Study included)                            |   |       |
| Research/Project/Independent Study Hours (min/max applied toward degree):                     |   | 0-8   |
| <a href="#">SPED 599</a>  | Thesis Research (min/max applied toward degree) | 2-8   |
| Total Hours   |   | 32    |

## Other Requirements

### Grad Other Degree Requirements

| Requirement                    | Description  |
|--------------------------------|--|
| Human Subjects Approval        |  |
| Program/Licensure Requirements | 10-61 hours depending on emphasis, <a href="http://education.illinois.edu/sped/programs">http://education.illinois.edu/sped/programs</a> |
| Minimum GPA                    | 3.0  |

Corresponding Degree MS Master of Science

## Program Features

|   |                                   |
|---|-----------------------------------|
| Academic Level                                    | Graduate                          |
| Does this major have transcripted concentrations? | <a href="#">Yes</a> <del>No</del> |

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

What is the typical time to completion of this program?  
2 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code 131001 - Special Education and Teaching, General.

Is This a Teacher Certification Program?  
No

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

### Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number      EP.23.044

Attach  
Rollback/Approval  
Notices

This proposal      No  
requires HLC  
inquiry

## DMI Documentation

Attach Final  
Approval Notices

Banner/Codebook Name      MS:Special Education -UIUC

Program Code:      10KS0093MS

|            |      |           |             |    |            |
|------------|------|-----------|-------------|----|------------|
| Minor Code | 0093 | Conc Code | Degree Code | MS | Major Code |
|------------|------|-----------|-------------|----|------------|

Senate Approval  
Date

Senate  
Conference  
Approval Date

BOT Approval  
Date

IBHE Approval

Date

HLC Approval

Date

DOE Approval

Date

Effective Date:

Attached

Document

Justification for

this request

Program Reviewer

Comments

**Brooke Newell (bsnewell) (01/11/23 9:19 am):** Rollback: Please upload correct side by side for Program.

**Brooke Newell (bsnewell) (01/11/23 2:19 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.

**Allison McKinney (agrindly) (02/23/23 9:43 am):** Administratively approved by the Graduate College.

Course List

Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>   | School and Society   |           |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |
| Select a minimum of 18 hours from the following:   |  | 18        |
| <a href="#">SPED 517</a>   | Disability Issues in Special Education                     |           |
| <a href="#">SPED 524</a>   | Supervised Practice in Special Education                   |           |
| <a href="#">SPED 526</a>   | Collaborative Leaders in Special Education                 |           |
| <a href="#">SPED 566</a>   | Leadership in Early Childhood Special Education            |           |
| <a href="#">SPED 591</a>   | Field Study and Thesis Seminar                             |           |
| Elective Hours:  |  | 4         |
| 400/500-Level Hours Required: 4 hours (Independent Study included)                                   |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  | 0-8       |
| <a href="#">SPED 599</a>   | Thesis Research (min/max applied toward degree)            | 8-Feb     |
| <b>Total Hours</b>   |  | <b>32</b> |

Course List

Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>   | School and Society   |           |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |
| <a href="#">EPOL 552</a>   | Foundation of Higher Education                             |           |
| Select a minimum of 18 hours from the following:   |  | 18        |
| <a href="#">SPED 517</a>   | Disability Issues in Special Education                     |           |
| <a href="#">SPED 524</a>   | Supervised Practice in Special Education                   |           |
| <a href="#">SPED 526</a>   | Collaborative Leaders in Special Education                 |           |
| <a href="#">SPED 566</a>   | Leadership in Early Childhood Special Education            |           |
| <a href="#">SPED 591</a>   | Field Study and Thesis Seminar                             |           |
| Elective Hours:  |  | 4         |
| 400/500-Level Hours Required: 4 hours (Independent Study included)                                   |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  | 0-8       |
| <a href="#">SPED 599</a>   | Thesis Research (min/max applied toward degree)            | 8-Feb     |
| <b>Total Hours</b>   |  | <b>32</b> |



**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

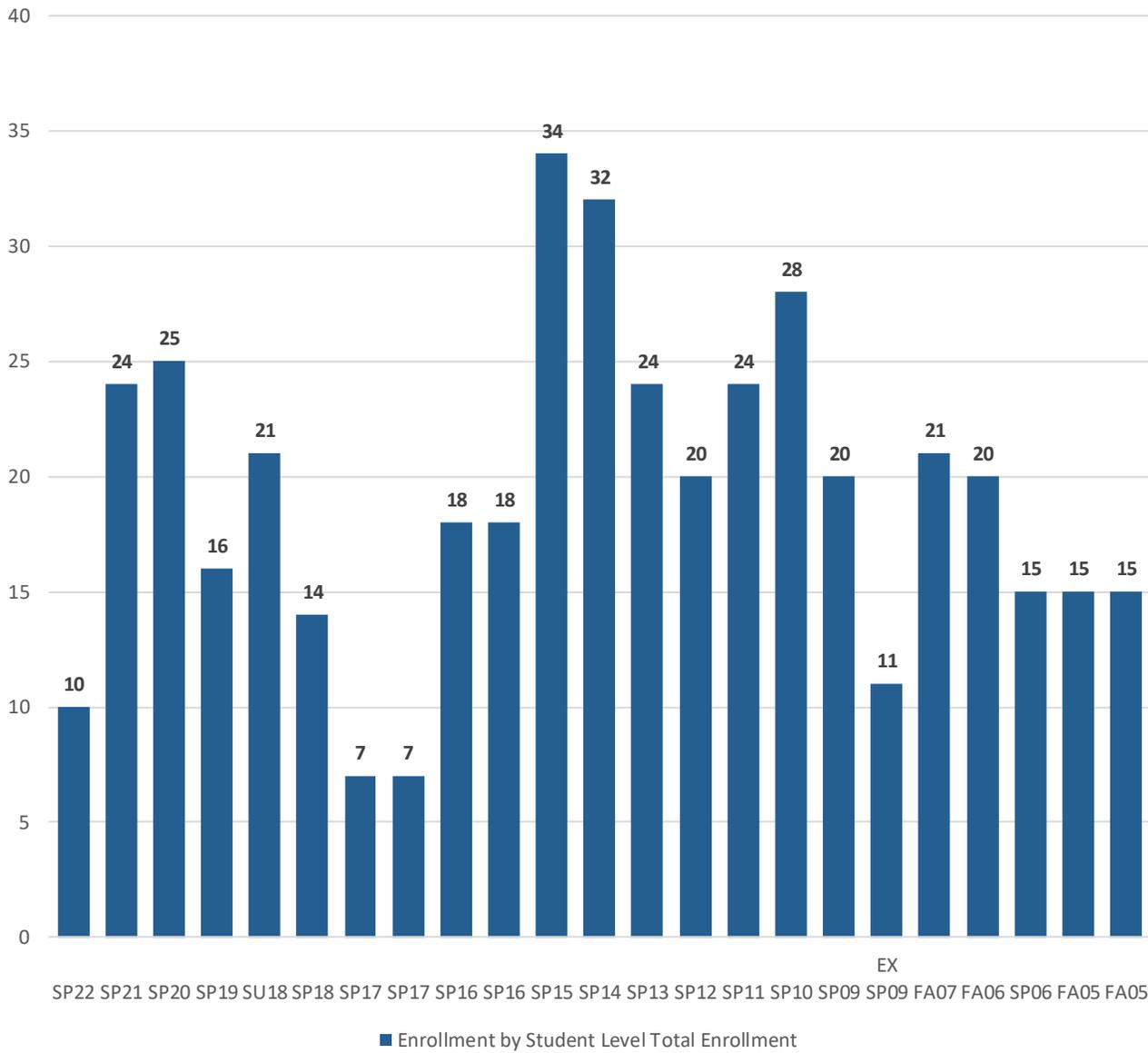
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                  | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|------------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollment | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10               | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24               | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25               | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16               | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21               | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14               | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0                | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34               | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32               | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24               | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20               | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24               | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28               | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20               | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11               | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21               | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20               | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15               | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15               | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13               | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2                | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22               | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12               | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26               | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21               | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18               | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1                | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1                | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16               | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3                | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14               | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11               | 20                   | 24     | 44    | 3.6           | 1                     | O          |

## EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



## Fuller, Lori A

---

**Subject:** FW: Support for EPOL 552 as a foundation requirement option

---

**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

---

**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

Date Submitted: 01/11/23 3:27 pm

Viewing: **10KS0095EDM : Elementary Education, EDM**

Last approved: 09/29/21 2:14 pm

Last edit: 02/24/23 9:53 am

Changes proposed by: Lori Fuller

[Elementary Education, EdM](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad\_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

## Approval Path

1. 01/12/23 7:57 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/21/23 8:51 pm  
Emma Mercier  
(mercier):  
Approved for 1613  
Committee Chair
3. 01/27/23 12:06  
pm  
Sarah McCarthey  
(mccarthe):  
Approved for 1613  
Head
4. 01/27/23 2:25 pm  
Liv Thorstenson  
Davila (livtd):

- Approved for KN  
Committee Chair
5. 02/17/23 11:36  
am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:14  
am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:43 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 10:17  
am  
Brenda Clevenger  
(bmclvnr):  
Approved for  
COTE Programs
9. 02/23/23 4:03 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. Apr 6, 2019 by  
Deb Forgacs  
(dforgacs)
2. Jun 21, 2019 by  
Kathy Stalter  
(kstalter)
3. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
4. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)

Major (ex. Special Education)

This proposal is

for a:  
Revision

## Administration Details

Official Program Name      Elementary Education, EDM

Diploma Title

Sponsor College      Education

Sponsor Department      Curriculum and Instruction

Sponsor Name      Karla Moller ~~Christopher Span~~

Sponsor Email      kjmoller@illinois.edu ~~espan@illinois.edu~~

College Contact      Lori Fuller ~~Kathy Stalter~~

College Contact  
Email

harvey1@illinois.edu ~~kstalter@illinois.edu~~

College Budget Officer      Toshua York

College Budget Officer Email      tmyork@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?  
No

## Proposal Title

Effective Catalog Term      Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Education in Elementary Education in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

Provide a brief description of what changes are being made to the program.      Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside  
of the sponsoring  
department/interdisciplinary  
departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#)  
letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Students will acquire deep knowledge of content in the field of education.

Students will effectively plan and implement relevant, culturally responsive, and developmentally appropriate instruction for elementary students, grades 1-6.

Students will use data to drive decisions and solve problems in and out of the classroom.

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).

Students will display a deep understanding of educational philosophy and reflective practice. ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program  
Description and  
Requirements  
Attach Documents

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/PublicAdminRules2017.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.

Revised programs [22-09-10FoundationsRequirementProposal\(1\).docx](#)  
[side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

## Catalog Page Text - Overview Tab

Description of program for 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.

Statement for  
Programs of  
Study Catalog

Course List

| Code                     | Title   | Hours |
|--------------------------|---|-------|
|                          | Psychological Foundations Courses in Educational Psychology                                   |       |
|                          | Select one of the following:  | 4     |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education   |       |
| <a href="#">EPSY 401</a> | Child Language and Education  |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning   |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings   |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev   |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management  |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development  |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology                                    |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development  |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance   |       |
| <a href="#">EPSY 490</a> | Developments in Educational Psychology  |       |
| <a href="#">EPSY 553</a> | Global Issues in Learning   |       |
|                          | Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |       |
|                          | Select one of the following:  | 4     |
| <a href="#">EPOL 401</a> | History of American Education   |       |
| <a href="#">EPOL 402</a> | Asian American Education  |       |
| <a href="#">EPOL 403</a> | Historical and Social Barriers  |       |
| <a href="#">EPOL 405</a> | School and Society  |       |
| <a href="#">EPOL 406</a> | Professional Ethics in Education  |       |
| <a href="#">EPOL 407</a> | Critical Thinking in Education  |       |
| <a href="#">EPOL 408</a> | Aesthetic Education   |       |
| <a href="#">EPOL 409</a> | Sociology of Education  |       |
| <a href="#">EPOL 410</a> | Racial and Ethnic Families  |       |
| <a href="#">EPOL 412</a> | Politics of Education   |       |
| <a href="#">EPOL 413</a> | Economics of Education  |       |

| Code  | Title  | Hours |
|---|--|-------|
| <a href="#">EPOL 480</a>  | Technology and Educational Reform              |       |
| <a href="#">EPOL 552</a>  | <a href="#">Foundation of Higher Education</a> |       |
| Elective Hours:   |  | 24    |
| 400/500-Level Hours Required: 12 hours (Independent Study included)       |  |       |
| 500-Level Hours Required in Education: 12 hours                           |  |       |
| Research/Project/Independent Study Hours (min/max applied toward degree): |  | 0-8   |
| Total Hours   |  | 32    |

## Other Requirements:

### Grad Other Degree Requirements

| Requirement                 | Description   |
|-----------------------------|---|
| Field Placement Information | <a href="http://education.illinois.edu/sce">http://education.illinois.edu/sce</a> |
| Minimum GPA                 | 3.0   |

Corresponding Degree: EdM Master of Education

## Program Features

Academic Level: Graduate

Does this major have transcribed concentrations? [Yes](#) ~~No~~

Will you admit to the concentration directly? [No](#)

Is a concentration required for graduation? [No](#)

What is the typical time to completion of this program?  
3 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code: 131202 - Elementary Education and Teaching.

Is This a Teacher Certification Program?  
Yes

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number

EP.23.044

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name EDM:Elementary Education -UIUC

Program Code: 10KS0095EDM

| Minor Code | Conc Code | Degree Code | EDM | Major Code |
|------------|-----------|-------------|-----|------------|
| 0095       |           |             |     |            |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Brooke Newell (bsnewell) (01/11/23 9:19 am):** Rollback: Please upload correct side by side for Program.

**Brooke Newell (bsnewell) (01/11/23 2:19 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.

**Allison McKinney (agrindly) (02/23/23 9:43 am):** Administratively approved by the Graduate College.

Course List  
Course List

| Code   | Title  | Hours     |    |
|--|--|-----------|----|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |    |
| Select one of the following:   |  |           |    |
| EPsy 400   | Psychology of Learning in Education                        | 4         |    |
| EPsy 401   | Child Language and Education                               |           |    |
| EPsy 402   | Sociocultural Influence on Learning                        |           |    |
| EPsy 404   | Adjustment in School Settings                              |           |    |
| EPsy 405   | Personality and Soc Dev                                    |           |    |
| EPsy 406   | Psychology of Classroom Management                         |           |    |
| EPsy 407   | Adult Learning and Development                             |           |    |
| EPsy 408   | Learning and Human Development with Educational Technology |           |    |
| EPsy 430   | Early Adolescent Development                               |           |    |
| EPsy 485   | Assessing Student Performance                              |           |    |
| EPsy 490   | Developments in Educational Psychology                     |           |    |
| EPsy 553   | Global Issues in Learning                                  |           |    |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |    |
| Select one of the following:   |  |           |    |
| EPOL 401   | History of American Education                              | 4         |    |
| EPOL 402   | Asian American Education                                   |           |    |
| EPOL 403   | Historical and Social Barriers                             |           |    |
| EPOL 405   | School and Society   |           |    |
| EPOL 406   | Professional Ethics in Education                           |           |    |
| EPOL 407   | Critical Thinking in Education                             |           |    |
| EPOL 408   | Aesthetic Education  |           |    |
| EPOL 409   | Sociology of Education                                     |           |    |
| EPOL 410   | Racial and Ethnic Families                                 |           |    |
| EPOL 412   | Politics of Education                                      |           |    |
| EPOL 413   | Economics of Education                                     |           |    |
| EPOL 480   | Technology and Educational Reform                          |           |    |
| Elective Hours:  |  |           |    |
| 400/500-Level Hours Required: 12 hours (Independent Study included)                                  |  |           | 24 |
| 500-Level Hours Required in Education:12 hours   |  |           |    |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  | 0-8       |    |
| <b>Total Hours</b>   |  | <b>32</b> |    |

Course List  
Course List

| Code   | Title  | Hours     |  |
|--|--|-----------|--|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |  |
| Select one of the following:   |  |           |  |
| EPsy 400   | Psychology of Learning in Education                        | 4         |  |
| EPsy 401   | Child Language and Education                               |           |  |
| EPsy 402   | Sociocultural Influence on Learning                        |           |  |
| EPsy 404   | Adjustment in School Settings                              |           |  |
| EPsy 405   | Personality and Soc Dev                                    |           |  |
| EPsy 406   | Psychology of Classroom Management                         |           |  |
| EPsy 407   | Adult Learning and Development                             |           |  |
| EPsy 408   | Learning and Human Development with Educational Technology |           |  |
| EPsy 430   | Early Adolescent Development                               |           |  |
| EPsy 485   | Assessing Student Performance                              |           |  |
| EPsy 490   | Developments in Educational Psychology                     |           |  |
| EPsy 553   | Global Issues in Learning                                  |           |  |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |  |
| Select one of the following:   |  |           |  |
| EPOL 401   | History of American Education                              | 4         |  |
| EPOL 402   | Asian American Education                                   |           |  |
| EPOL 403   | Historical and Social Barriers                             |           |  |
| EPOL 405   | School and Society   |           |  |
| EPOL 406   | Professional Ethics in Education                           |           |  |
| EPOL 407   | Critical Thinking in Education                             |           |  |
| EPOL 408   | Aesthetic Education  |           |  |
| EPOL 409   | Sociology of Education                                     |           |  |
| EPOL 410   | Racial and Ethnic Families                                 |           |  |
| EPOL 412   | Politics of Education                                      |           |  |
| EPOL 413   | Economics of Education                                     |           |  |
| EPOL 480   | Technology and Educational Reform                          |           |  |
| EPOL 552   | Foundation of Higher Education                             |           |  |
| Elective Hours:  |  |           |  |
| 400/500-Level Hours Required: 12 hours (Independent Study included)                                  |  | 24        |  |
| 500-Level Hours Required in Education:12 hours   |  |           |  |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  | 0-8       |  |
| <b>Total Hours</b>   |  | <b>32</b> |  |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

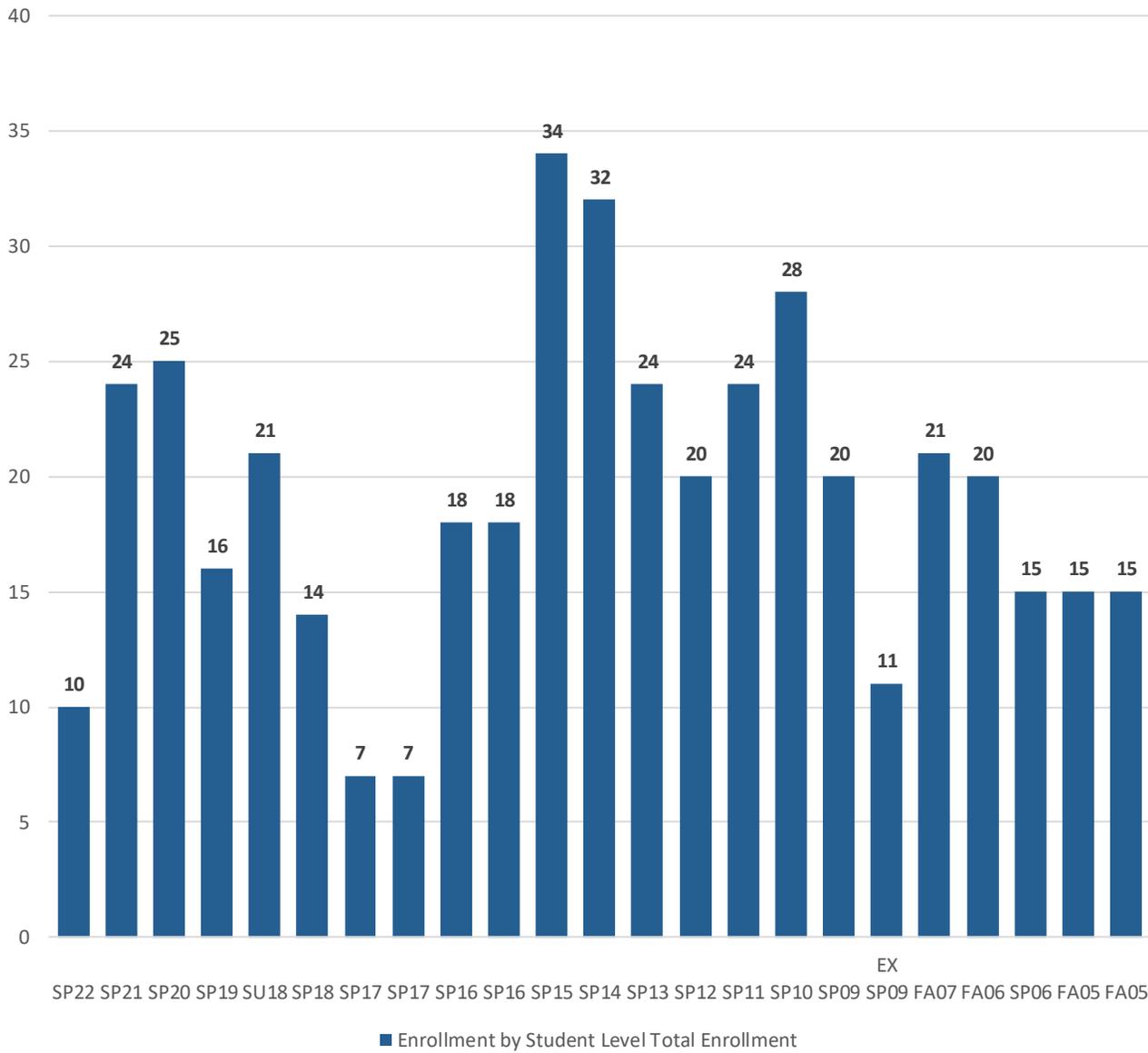
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                  | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|------------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollment | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10               | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24               | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25               | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16               | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21               | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14               | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0                | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34               | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32               | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24               | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20               | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24               | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28               | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20               | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11               | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21               | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20               | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15               | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15               | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13               | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2                | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22               | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12               | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26               | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21               | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18               | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1                | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1                | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16               | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3                | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14               | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11               | 20                   | 24     | 44    | 3.6           | 1                     | O          |

# EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



## Fuller, Lori A

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**Subject:** FW: Support for EPOL 552 as a foundation requirement option

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**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

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**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

# Program Change Request

Date Submitted: 01/11/23 3:21 pm

Viewing: **10KS1144CAS : Curriculum and Instruction, CAS**

Last approved: 09/29/21 2:15 pm

Last edit: 02/24/23 9:53 am

Changes proposed by: Lori Fuller

[Curriculum & Instruction, CAS](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad\_College**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

## Approval Path

1. 01/12/23 7:57 am  
Emily Stuby (eastuby):  
Approved for U Program Review
2. 01/28/23 11:37 am  
Emma Mercier (mercier):  
Approved for 1613 Committee Chair
3. 01/29/23 8:42 am  
Sarah McCarthy (mccarthe):  
Approved for 1613 Head
4. 01/30/23 9:07 am  
Liv Thorstensson Davila (livtd):  
Approved for KN

- Committee Chair
5. 02/17/23 11:37 am  
Karla Moller (kjmoller):  
Approved for KN Dean
  6. 02/19/23 11:14 am  
Chris Prom (prom): Approved for University Librarian
  7. 02/23/23 9:45 am  
Allison McKinney (agrindly):  
Approved for Grad\_College
  8. 02/23/23 4:03 pm  
Brooke Newell (bsnewell):  
Approved for Provost

## History

1. Jun 21, 2019 by Kathy Stalter (kstalter)
2. Jun 5, 2020 by Kathy Stalter (kstalter)
3. Sep 29, 2021 by Kathy Stalter (kstalter)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

|                       |                                 |
|-----------------------|---------------------------------|
| Official Program Name | Curriculum and Instruction, CAS |
| Diploma Title         |                                 |
| Sponsor College       | Education                       |

Sponsor Curriculum and Instruction  
Department  
Sponsor Name Karla Moller ~~Christopher Span~~  
Sponsor Email kjmoller@illinois.edu ~~espan@illinois.edu~~  
College Contact Lori Fuller ~~Kathy Stalter~~ College Contact Email  
harvey1@illinois.edu ~~kstalter@illinois.edu~~  
College Budget Officer Toshua York  
College Budget Officer Email tmyork@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?  
No

## Proposal Title

Effective Catalog Term Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Certificate of Advanced Study in Curriculum and Instruction in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

|  |   |
|--|---|
| Provide a brief description of what changes are being made to the program. | Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement. |
|--|---|

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside  
of the sponsoring  
department/interdisciplinary  
departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#)  
letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Students will acquire deep knowledge of content in the field of education.

Students will display a deep understanding of psychological foundations of learning.

Students will demonstrate a deep understanding of philosophical foundations of education.

Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.

Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis. ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program  
Description and  
Requirements  
Attach Documents

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/PublicAdminRules2017.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.

Revised programs [22-09-10FoundationsRequirementProposal \(1\).docx](#)  
[CI\\_CAS side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

#### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for Programs of Study Catalog

#### Course List

| Code                     | Title  | Hours |
|--------------------------|--|-------|
|                          | If the student does not have a Master's degree from the University of Illinois at Urbana-Champaign, Foundation Courses must be completed as prerequisites: Psychological Foundations Courses in Educational Psychology |       |
|                          | Select one of the following:   | 4     |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education  |       |
| <a href="#">EPSY 401</a> | Child Language and Education   |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning  |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings  |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev  |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management   |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development   |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology   |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development   |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance  |       |
| <a href="#">EPSY 490</a> | Developments in Educational Psychology   |       |
| <a href="#">EPSY 553</a> | Global Issues in Learning  |       |
|                          | Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership  |       |
|                          | Select one of the following:   | 4     |
| <a href="#">EPOL 401</a> | History of American Education  |       |
| <a href="#">EPOL 402</a> | Asian American Education   |       |
| <a href="#">EPOL 403</a> | Historical and Social Barriers   |       |
| <a href="#">EPOL 405</a> | School and Society   |       |
| <a href="#">EPOL 406</a> | Professional Ethics in Education   |       |
| <a href="#">EPOL 407</a> | Critical Thinking in Education   |       |
| <a href="#">EPOL 408</a> | Aesthetic Education  |       |
| <a href="#">EPOL 409</a> | Sociology of Education   |       |
| <a href="#">EPOL 410</a> | Racial and Ethnic Families   |       |
| <a href="#">EPOL 412</a> | Politics of Education  |       |

| Code                     | Title  | Hours |
|--------------------------|--|-------|
| <a href="#">EPOL 413</a> | Economics of Education                         |       |
| <a href="#">EPOL 480</a> | Technology and Educational Reform              |       |
| <a href="#">EPOL 552</a> | <a href="#">Foundation of Higher Education</a> |       |

Elective Hours: 24-32  
 General Coursework Required: 16 hours  
 Research/Project/Independent Study Hours (min/max applied toward degree): 0-8  
 Total Hours 32

### Other Requirements (may overlap)

#### Grad Other Degree Requirements

| Requirement   | Description                           |
|---|---------------------------------------|
| Other requirements may overlap<br>Enrollment must be preceded by at least two years of acceptable professional work experience. |                                       |
| 500-Level Hours Required:   | 16 hours (Independent Study included) |
| Minimum GPA:  | 3.0                                   |

Corresponding Degree CAS Certificate of Advanced Study

### Program Features

Academic Level Graduate

Does this major have transcripted concentrations? [Yes](#) ~~No~~

Will you admit to the concentration directly? [No](#)

Is a concentration required for graduation? [No](#)

What is the typical time to completion of this program?  
1.5 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code 130301 - Curriculum and Instruction.

Is This a Teacher Certification Program?  
No

Will specialized accreditation be sought for this program?

No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget  
Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

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

No

Attach letters of  
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control  
Number

EP.23.044

Attach  
Rollback/Approval

Notices

This proposal requires HLC inquiry No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name CAS: Curriculum & Instr - UIUC

Program Code: 10KS1144CAS

|            |           |             |     |            |
|------------|-----------|-------------|-----|------------|
| Minor Code | Conc Code | Degree Code | CAS | Major Code |
| 1144       |           |             |     |            |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments

**Brooke Newell (bsnewell) (01/11/23 9:19 am):** Rollback: Please upload correct side by side for Program.

**Brooke Newell (bsnewell) (01/11/23 2:20 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.

**Allison McKinney (agrindly) (02/23/23 9:45 am):** Administratively approved by the Graduate College.

OLD

If the student does not have a Master's degree from the University of Illinois at Urbana-Champaign, Foundation Courses must be completed as prerequisites:

| Psychological Foundations Courses in Educational Psychology                                   |  | 4         |
|---|--|-----------|
| Select one of the following:  |  |           |
| <a href="#">EPSY 400</a>  | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>  | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>  | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>  | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>  | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>  | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>  | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>  | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>  | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>  | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>  | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>  | Global Issues in Learning                                  |           |
| Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |  | 4         |
| Select one of the following:  |  |           |
| <a href="#">EPOL 401</a>  | History of American Education                              |           |
| <a href="#">EPOL 402</a>  | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>  | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>  | School and Society   |           |
| <a href="#">EPOL 406</a>  | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>  | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>  | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>  | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>  | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>  | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>  | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>  | Technology and Educational Reform                          |           |
| Elective Hours:   |  | 24-32     |
| General Coursework Required: 16 hours   |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):                     |  | 0-8       |
| <b>Total Hours</b>  |  | <b>32</b> |

### Other Requirements (may overlap)

Grad Other Degree Requirements

| Requirement   | Description                           |
|---|---------------------------------------|
| Other requirements may overlap  |                                       |
| Enrollment must be preceded by at least two years of acceptable professional work experience. |                                       |
| 500-Level Hours Required:   | 16 hours (Independent Study included) |
| Minimum GPA:  | 3                                     |

NEW

If the student does not have a Master's degree from the University of Illinois at Urbana-Champaign, Foundation Courses must be completed as prerequisites:

| Psychological Foundations Courses in Educational Psychology                                   |  | 4         |
|---|--|-----------|
| Select one of the following:  |  |           |
| <a href="#">EPSY 400</a>  | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>  | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>  | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>  | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>  | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>  | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>  | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>  | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>  | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>  | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>  | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>  | Global Issues in Learning                                  |           |
| Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |  | 4         |
| Select one of the following:  |  |           |
| <a href="#">EPOL 401</a>  | History of American Education                              |           |
| <a href="#">EPOL 402</a>  | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>  | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>  | School and Society   |           |
| <a href="#">EPOL 406</a>  | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>  | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>  | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>  | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>  | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>  | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>  | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>  | Technology and Educational Reform                          |           |
| <a href="#">EPOL 552</a>  | Foundation of Higher Education                             |           |
| Elective Hours:   |  | 24-32     |
| General Coursework Required: 16 hours   |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):                     |  | 0-8       |
| <b>Total Hours</b>  |  | <b>32</b> |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

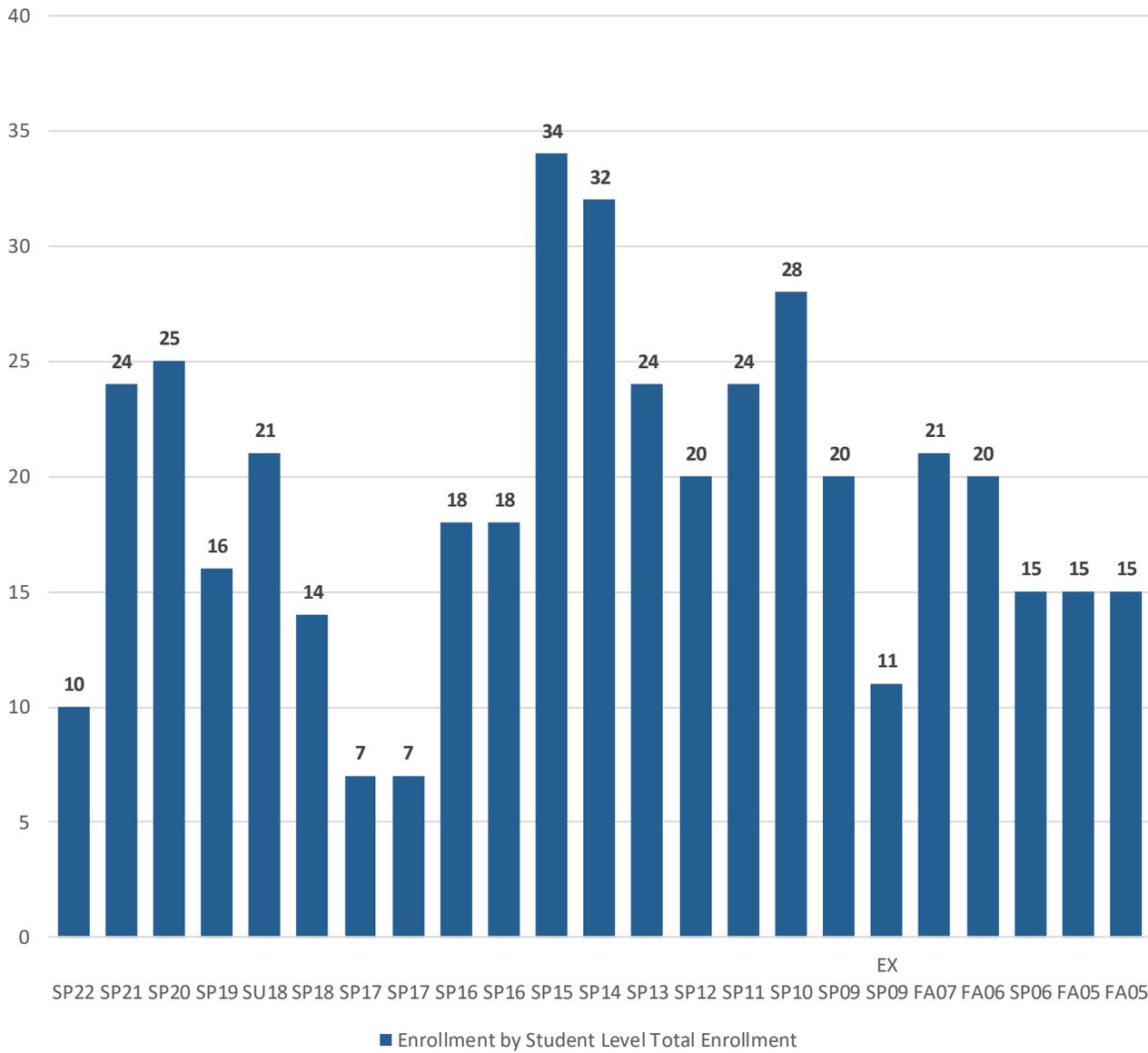
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                  | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|------------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollment | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10               | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24               | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25               | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16               | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21               | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14               | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0                | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34               | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32               | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24               | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20               | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24               | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28               | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20               | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11               | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21               | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20               | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15               | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15               | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13               | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2                | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22               | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12               | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26               | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21               | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18               | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1                | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1                | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16               | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3                | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14               | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11               | 20                   | 24     | 44    | 3.6           | 1                     | O          |

## EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



## Fuller, Lori A

---

**Subject:** FW: Support for EPOL 552 as a foundation requirement option

---

**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

---

**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

# Program Change Request

Date Submitted: 01/11/23 3:22 pm

Viewing: **10KS1144EDM**, ~~10KS1144EDM~~  
**& 10KS1144EDMU &**  
**10KS1144EDMX** : **Curriculum and**  
**Instruction, EdM (on campus, off-**  
**campus ~~campus~~ & online)**

Last approved: 09/29/21 2:16 pm

Last edit: 02/24/23 9:53 am

Changes proposed by: Lori Fuller

Curriculum & Instruction, EdM

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. U Program Review
2. 1613 Committee Chair
3. 1613 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad\_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

## Approval Path

1. 01/12/23 7:57 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/28/23 11:38  
am  
Emma Mercier  
(mercier):  
Approved for 1613  
Committee Chair
3. 01/29/23 8:42 am  
Sarah McCarthey  
(mccarthe):  
Approved for 1613  
Head
4. 01/30/23 9:07 am  
Liv Thorstensson  
Davila (livtd):

- Approved for KN  
Committee Chair
5. 02/17/23 11:37  
am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:15  
am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:45 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 10:17  
am  
Brenda Clevenger  
(bmclvngr):  
Approved for  
COTE Programs
9. 02/23/23 4:03 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. Apr 6, 2019 by  
Deb Forgacs  
(dforgacs)
2. May 9, 2019 by  
Deb Forgacs  
(dforgacs)
3. May 10, 2019 by  
Kathy Stalter  
(kstalter)
4. Aug 5, 2019 by  
Deb Forgacs  
(dforgacs)
5. Aug 5, 2019 by  
Deb Forgacs  
(dforgacs)

6. Sep 10, 2019 by Kathy Stalter (kstalter)
7. Jun 5, 2020 by Kathy Stalter (kstalter)
8. Sep 29, 2021 by Kathy Stalter (kstalter)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

|                              |   |                       |
|------------------------------|---|-----------------------|
| Official Program Name        | Curriculum and Instruction, EdM (on <u>campus, off-campus</u> <del>campus</del> & online) |                       |
| Diploma Title                |   |                       |
| Sponsor College              | Education   |                       |
| Sponsor Department           | Curriculum and Instruction  |                       |
| Sponsor Name                 | <u>Karla Moller</u> <del>Chris Span</del>   |                       |
| Sponsor Email                | <u>kimoller@illinois.edu</u> <del>espan@illinois.edu</del>                                |                       |
| College Contact              | <u>Lori Fuller</u> <del>Kathy Stalter</del>   | College Contact Email |
|                              | <u>harvey1@illinois.edu</u> <del>kstalter@illinois.edu</del>                              |                       |
| College Budget Officer       | <u>Toshua York</u>  |                       |
| College Budget Officer Email | <u>tmyork@illinois.edu</u>  |                       |

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?  
No

## Proposal Title

|                        |           |
|------------------------|-----------|
| Effective Catalog Term | Fall 2023 |
|------------------------|-----------|

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Education in Curriculum and Instruction in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

|  |  |
|--|--|
| Provide a brief description of what changes are being made to the program. | Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement.<br><br>Editorial update to include the off-campus program code that was missed in migration. This is not a new option just a correction of the record. |
|--|--|

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside  
of the sponsoring  
department/interdisciplinary  
departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#)  
letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Students will acquire deep knowledge of content in the field of education.

Students will display a deep understanding of psychological foundations of learning.

Students will demonstrate a deep understanding of philosophical foundations of education.

Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.

Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis. ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program  
Description and  
Requirements  
Attach Documents

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/PublicAdminRules2017.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.

Revised programs [22-09-10FoundationsRequirementProposal\(1\).docx](#)  
[CI\\_EDMside by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

#### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for Programs of Study Catalog

#### Course List

| Code                      | Title   | Hours |
|---------------------------|---|-------|
|                           | Psychological Foundations Courses in Educational Psychology                                   |       |
|                           | Select one of the following:  | 4     |
| <a href="#">EP SY 400</a> | Psychology of Learning in Education   |       |
| <a href="#">EP SY 401</a> | Child Language and Education  |       |
| <a href="#">EP SY 402</a> | Sociocultural Influence on Learning   |       |
| <a href="#">EP SY 404</a> | Adjustment in School Settings   |       |
| <a href="#">EP SY 405</a> | Personality and Soc Dev   |       |
| <a href="#">EP SY 406</a> | Psychology of Classroom Management  |       |
| <a href="#">EP SY 407</a> | Adult Learning and Development  |       |
| <a href="#">EP SY 408</a> | Learning and Human Development with Educational Technology                                    |       |
| <a href="#">EP SY 430</a> | Early Adolescent Development  |       |
| <a href="#">EP SY 485</a> | Assessing Student Performance   |       |
| <a href="#">EP SY 490</a> | Developments in Educational Psychology  |       |
| <a href="#">EP SY 553</a> | Global Issues in Learning   |       |
|                           | Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |       |
|                           | Select one of the following:  | 4     |
| <a href="#">EP OL 401</a> | History of American Education   |       |
| <a href="#">EP OL 402</a> | Asian American Education  |       |
| <a href="#">EP OL 403</a> | Historical and Social Barriers  |       |
| <a href="#">EP OL 405</a> | School and Society  |       |
| <a href="#">EP OL 406</a> | Professional Ethics in Education  |       |
| <a href="#">EP OL 407</a> | Critical Thinking in Education  |       |
| <a href="#">EP OL 408</a> | Aesthetic Education   |       |
| <a href="#">EP OL 409</a> | Sociology of Education  |       |
| <a href="#">EP OL 410</a> | Racial and Ethnic Families  |       |
| <a href="#">EP OL 412</a> | Politics of Education   |       |
| <a href="#">EP OL 413</a> | Economics of Education  |       |
| <a href="#">EP OL 480</a> | Technology and Educational Reform   |       |

| Code  | Title                                 | Hours |
|---|---------------------------------------|-------|
| <u>EPOL 552</u>   | <u>Foundation of Higher Education</u> |       |
| Elective Hours:   |                                       | 24    |
| 400/500-Level Hours Required: 12 hours (Independent Study included)       |                                       |       |
| 500-Level Hours Required in Education: 12 hours                           |                                       |       |
| Research/Project/Independent Study Hours (min/max applied toward degree): |                                       | 0-8   |
| Total Hours   |                                       | 32    |

## Other Requirements

Grad Other Degree  
Requirements

Requirement Description  
Minimum GPA3.0

Corresponding Degree EdM Master of Education

## Program Features

Academic Level Graduate

Does this major have transcribed concentrations? Yes ~~No~~

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

What is the typical time to completion of this program?  
2

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code 130301 - Curriculum and Instruction.

Is This a Teacher Certification Program?  
Yes

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus and Online - 2 program types. Students can receive the entire program either on campus or online. Students can choose to take courses in either modality.

Describe the use of this delivery method:

This program is offered on campus off campus and online.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget

Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number

EP.23.044

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name EDM: Curriculum & Instr -UIUC & EDM: Curr & Inst Online - UIUC

Program Code: 10KS1144EDM, ~~10KS1144EDM~~ & 10KS1144EDMU & 10KS1144EDMX

| Minor Code | Conc Code | Degree Code | EDM | Major Code |
|------------|-----------|-------------|-----|------------|
| 1144       |           |             |     |            |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Brooke Newell (bsnewell) (01/11/23 9:19 am):** Rollback: Please upload correct side by side for Program.

**Brooke Newell (bsnewell) (01/11/23 2:20 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.

**Allison McKinney (agrindly) (02/23/23 9:45 am):** Administratively approved by the Graduate College.

Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>   | School and Society   |           |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |
| Elective Hours:  |  | 24        |
| 400/500-Level Hours Required: 12 hours (Independent Study included)                                  |  |           |
| 500-Level Hours Required in Education: 12 hours  |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  | 0-8       |
| <b>Total Hours</b>   |  | <b>32</b> |

Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>   | School and Society   |           |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |
| <a href="#">EPOL 552</a>   | Foundation of Higher Education                             |           |
| Elective Hours:  |  | 24        |
| 400/500-Level Hours Required: 12 hours (Independent Study included)                                  |  |           |
| 500-Level Hours Required in Education: 12 hours  |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  | 0-8       |
| <b>Total Hours</b>   |  | <b>32</b> |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

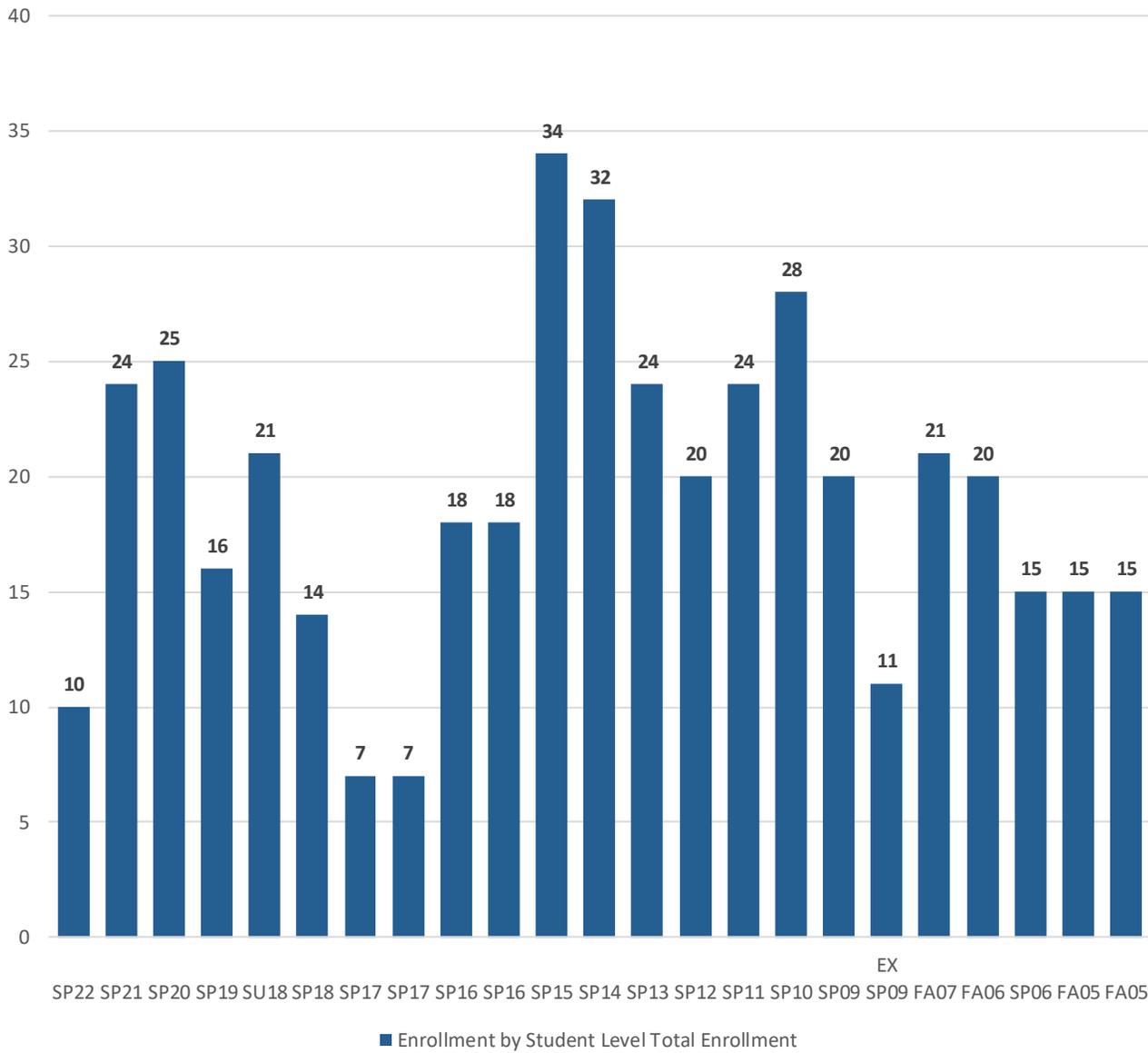
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                  | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|------------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollment | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10               | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24               | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25               | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16               | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21               | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14               | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0                | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34               | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32               | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24               | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20               | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24               | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28               | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20               | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11               | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21               | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20               | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15               | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15               | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13               | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2                | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22               | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12               | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26               | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21               | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18               | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1                | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1                | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16               | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3                | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14               | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11               | 20                   | 24     | 44    | 3.6           | 1                     | O          |

## EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



## Fuller, Lori A

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**Subject:** FW: Support for EPOL 552 as a foundation requirement option

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**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

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**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

Date Submitted: 01/11/23 3:23 pm

## Viewing: **10KS1144MA : Curriculum and Instruction, MA**

Last approved: 09/29/21 2:18 pm

Last edit: 02/24/23 9:53 am

Changes proposed by: Lori Fuller

[Curriculum & Instruction, MA](#)

Catalog Pages  
Using this  
Program

Proposal Type:

### In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad\_College**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

### Approval Path

1. 01/12/23 7:58 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/30/23 10:12  
am  
Emma Mercier  
(mercier):  
Approved for 1613  
Committee Chair
3. 01/30/23 10:23  
am  
Sarah McCarthy  
(mccarthe):  
Approved for 1613  
Head
4. 01/30/23 10:27  
am  
Liv Thorstenson

- Davila (livtd):  
Approved for KN  
Committee Chair
5. 02/17/23 11:37  
am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:15  
am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:45 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 4:03 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. May 13, 2019 by  
Kathy Stalter  
(kstalter)
2. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
3. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

Official Program Name Curriculum and Instruction, MA

Diploma Title

Sponsor College Education

Sponsor Department Curriculum and Instruction

Sponsor Name Karla Moller ~~Christopher Span~~

Sponsor Email kjmoller@illinois.edu ~~cspan@illinois.edu~~

College Contact Lori Fuller ~~Kathy Stalter~~

College Contact Email

harvey1@illinois.edu ~~kstalter@illinois.edu~~

College Budget Officer Toshua York

College Budget Officer Email tmyork@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?

No

## Proposal Title

Effective Catalog Term Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Arts in Curriculum and Instruction in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

Provide a brief description of what changes are being made to the program.      Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside  
of the sponsoring  
department/interdisciplinary  
departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#)  
letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Students will acquire deep knowledge of content in the field of education.

Students will display a deep understanding of psychological foundations of learning.

Students will demonstrate a deep understanding of philosophical foundations of education.

Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.

Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis. ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program  
Description and  
Requirements  
Attach Documents

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/PublicAdminRules2017.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.

Revised programs [22-09-10FoundationsRequirementProposal\(1\).docx](#)  
[CI\\_MAside by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

#### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for Programs of Study Catalog

#### Course List

| Code                     | Title   | Hours |
|--------------------------|---|-------|
|                          | Psychological Foundations Courses in Educational Psychology                                   | 4     |
|                          | Select one of the following:  |       |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education   |       |
| <a href="#">EPSY 401</a> | Child Language and Education  |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning   |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings   |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev   |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management  |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development  |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology                                    |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development  |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance   |       |
| <a href="#">EPSY 490</a> | Developments in Educational Psychology  |       |
| <a href="#">EPSY 553</a> | Global Issues in Learning   |       |
|                          | Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership | 4     |
|                          | Select one of the following:  |       |
| <a href="#">EPOL 401</a> | History of American Education   |       |
| <a href="#">EPOL 402</a> | Asian American Education  |       |
| <a href="#">EPOL 403</a> | Historical and Social Barriers  |       |
| <a href="#">EPOL 405</a> | School and Society  |       |
| <a href="#">EPOL 406</a> | Professional Ethics in Education  |       |
| <a href="#">EPOL 407</a> | Critical Thinking in Education  |       |
| <a href="#">EPOL 408</a> | Aesthetic Education   |       |
| <a href="#">EPOL 409</a> | Sociology of Education  |       |
| <a href="#">EPOL 410</a> | Racial and Ethnic Families  |       |
| <a href="#">EPOL 412</a> | Politics of Education   |       |
| <a href="#">EPOL 413</a> | Economics of Education  |       |
| <a href="#">EPOL 480</a> | Technology and Educational Reform   |       |

| Code   | Title   | Hours |
|--|---|-------|
| <a href="#">EPOL 552</a>   | <a href="#">Foundation of Higher Education</a>  |       |
| Elective Hours:  |   | 24    |
| 400/500-Level Hours Required, including Independent Study                |   |       |
| 500-Level Hours Required in Education                                    |   |       |
| Research/Project/Independent Study Hours (min/max applied toward degree) |   | 0-8   |
| <a href="#">CI 599</a>   | Thesis Research (min/max applied toward degree) | 2-8   |
| Total Hours  |   | 32    |

## Other Requirements

Grad Other Degree Requirements

| Requirement             | Description |
|-------------------------|-------------|
| Minimum GPA             | 3.0         |
| Human Subjects Approval |             |

Corresponding Degree MA Master of Arts

## Program Features

Academic Level Graduate

Does this major have transcripted concentrations? [Yes](#) ~~No~~

Will you admit to the concentration directly? [No](#)

Is a concentration required for graduation? [No](#)

What is the typical time to completion of this program?  
2 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code 130301 - Curriculum and Instruction.

Is This a Teacher Certification Program?  
No

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number

EP.23.044

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name MA: Curriculum & Instr - UIUC

Program Code: 10KS1144MA

| Minor Code | Conc Code | Degree Code | MA | Major Code |
|------------|-----------|-------------|----|------------|
| 1144       |           |             |    |            |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Brooke Newell (bsnewell) (01/11/23 9:19 am):** Rollback: Please upload correct side by side for Program.  
**Brooke Newell (bsnewell) (01/11/23 2:20 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.  
**Allison McKinney (agrindly) (02/23/23 9:45 am):** Administratively approved by the Graduate College.

OLD  
Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| Select one of the following:   |  |           |
| EPSY 400   | Psychology of Learning in Education                        |           |
| EPSY 401   | Child Language and Education                               |           |
| EPSY 402   | Sociocultural Influence on Learning                        |           |
| EPSY 404   | Adjustment in School Settings                              |           |
| EPSY 405   | Personality and Soc Dev                                    |           |
| EPSY 406   | Psychology of Classroom Management                         |           |
| EPSY 407   | Adult Learning and Development                             |           |
| EPSY 408   | Learning and Human Development with Educational Technology |           |
| EPSY 430   | Early Adolescent Development                               |           |
| EPSY 485   | Assessing Student Performance                              |           |
| EPSY 490   | Developments in Educational Psychology                     |           |
| EPSY 553   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| Select one of the following:   |  |           |
| EPOL 401   | History of American Education                              |           |
| EPOL 402   | Asian American Education                                   |           |
| EPOL 403   | Historical and Social Barriers                             |           |
| EPOL 405   | School and Society   |           |
| EPOL 406   | Professional Ethics in Education                           |           |
| EPOL 407   | Critical Thinking in Education                             |           |
| EPOL 408   | Aesthetic Education  |           |
| EPOL 409   | Sociology of Education                                     |           |
| EPOL 410   | Racial and Ethnic Families                                 |           |
| EPOL 412   | Politics of Education                                      |           |
| EPOL 413   | Economics of Education                                     |           |
| EPOL 480   | Technology and Educational Reform                          |           |
| <b>Elective Hours:</b>   |  |           |
| 400/500-Level Hours Required, including Independent Study  |  |           |
| 500-Level Hours Required in Education  |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree)                             |  |           |
| CI 599   | Thesis Research (min/max applied toward degree)            | 8-Feb     |
| <b>Total Hours</b>   |  | <b>32</b> |

NEW  
Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| Select one of the following:   |  |           |
| EPSY 400   | Psychology of Learning in Education                        |           |
| EPSY 401   | Child Language and Education                               |           |
| EPSY 402   | Sociocultural Influence on Learning                        |           |
| EPSY 404   | Adjustment in School Settings                              |           |
| EPSY 405   | Personality and Soc Dev                                    |           |
| EPSY 406   | Psychology of Classroom Management                         |           |
| EPSY 407   | Adult Learning and Development                             |           |
| EPSY 408   | Learning and Human Development with Educational Technology |           |
| EPSY 430   | Early Adolescent Development                               |           |
| EPSY 485   | Assessing Student Performance                              |           |
| EPSY 490   | Developments in Educational Psychology                     |           |
| EPSY 553   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| Select one of the following:   |  |           |
| EPOL 401   | History of American Education                              |           |
| EPOL 402   | Asian American Education                                   |           |
| EPOL 403   | Historical and Social Barriers                             |           |
| EPOL 405   | School and Society   |           |
| EPOL 406   | Professional Ethics in Education                           |           |
| EPOL 407   | Critical Thinking in Education                             |           |
| EPOL 408   | Aesthetic Education  |           |
| EPOL 409   | Sociology of Education                                     |           |
| EPOL 410   | Racial and Ethnic Families                                 |           |
| EPOL 412   | Politics of Education                                      |           |
| EPOL 413   | Economics of Education                                     |           |
| EPOL 480   | Technology and Educational Reform                          |           |
| EPOL 552   | Foundation of Higher Education                             |           |
| <b>Elective Hours:</b>   |  |           |
| 400/500-Level Hours Required, including Independent Study  |  |           |
| 500-Level Hours Required in Education  |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree)                             |  |           |
| CI 599   | Thesis Research (min/max applied toward degree)            | 8-Feb     |
| <b>Total Hours</b>   |  | <b>32</b> |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

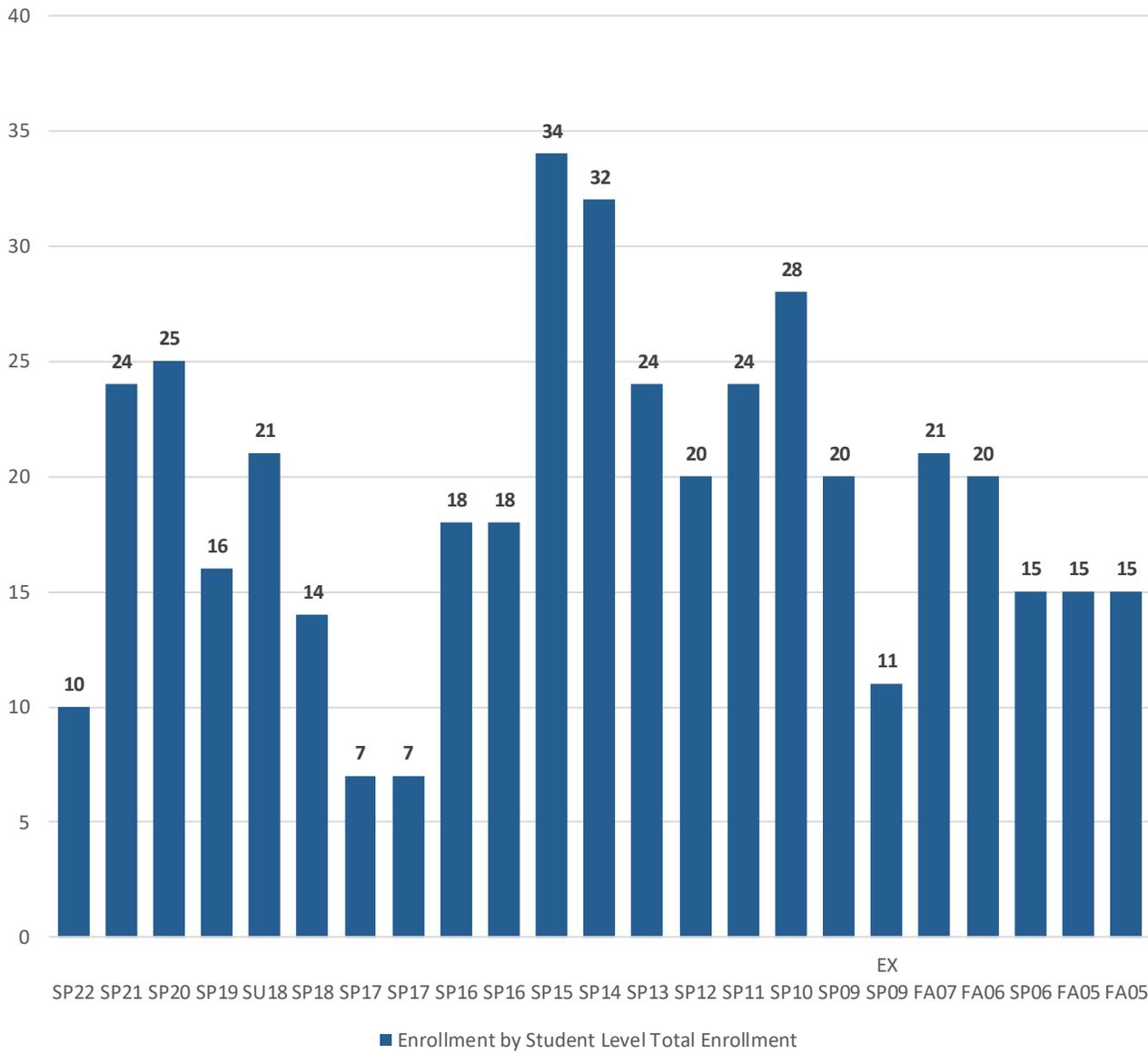
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                  | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|------------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollment | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10               | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24               | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25               | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16               | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21               | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14               | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0                | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34               | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32               | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24               | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20               | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24               | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28               | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20               | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11               | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21               | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20               | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15               | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15               | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13               | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2                | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22               | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12               | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26               | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21               | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18               | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1                | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1                | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16               | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3                | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14               | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11               | 20                   | 24     | 44    | 3.6           | 1                     | O          |

# EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



## Fuller, Lori A

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**Subject:** FW: Support for EPOL 552 as a foundation requirement option

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**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

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**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

# Program Change Request

Date Submitted: 01/11/23 3:24 pm

Viewing: **10KS1144MS : Curriculum and Instruction, MS**

Last approved: 09/29/21 2:19 pm

Last edit: 02/24/23 9:54 am

Changes proposed by: Lori Fuller

[Curriculum & Instruction, MS](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad\_College**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

## Approval Path

1. 01/12/23 7:58 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/30/23 10:12  
am  
Emma Mercier  
(mercier):  
Approved for 1613  
Committee Chair
3. 01/30/23 10:23  
am  
Sarah McCarthy  
(mccarthe):  
Approved for 1613  
Head
4. 01/30/23 10:27  
am  
Liv Thorstenson

- Davila (livtd):  
Approved for KN  
Committee Chair
5. 02/17/23 11:37  
am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:15  
am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:45 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 4:04 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. May 13, 2019 by  
Kathy Stalter  
(kstalter)
2. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
3. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

Official Program Name      Curriculum and Instruction, MS

Diploma Title

Sponsor College Education

Sponsor Department Curriculum and Instruction

Sponsor Name Karla Moller ~~Christopher Span~~

Sponsor Email kjmoller@illinois.edu ~~cspan@illinois.edu~~

College Contact Lori Fuller ~~Kathy Stalter~~

College Contact  
Email

harvey1@illinois.edu ~~kstalter@illinois.edu~~

College Budget Officer Toshua York

College Budget Officer Email tmyork@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?

No

## Proposal Title

Effective Catalog Term Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Science in Curriculum and Instruction in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

Provide a brief description of what changes are being made to the program.      Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside  
of the sponsoring  
department/interdisciplinary  
departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#)  
letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Students will acquire deep knowledge of content in the field of education.

Students will display deep understanding of psychological foundations of learning.

Students will demonstrate a deep understanding of philosophical foundations of education.

Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.

Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis. ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program  
Description and  
Requirements  
Attach Documents

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/PublicAdminRules2017.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.

Revised programs [22-09-10FoundationsRequirementProposal \(1\).docx](#)  
[CI\\_MSSide by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for Programs of Study Catalog

### Course List

| Code                     | Title   | Hours |
|--------------------------|---|-------|
|                          | Psychological Foundations Courses in Educational Psychology                                   |       |
|                          | Select one of the following:  | 4     |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education   |       |
| <a href="#">EPSY 401</a> | Child Language and Education  |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning   |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings   |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev   |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management  |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development  |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology                                    |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development  |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance   |       |
| <a href="#">EPSY 490</a> | Developments in Educational Psychology  |       |
| <a href="#">EPSY 553</a> | Global Issues in Learning   |       |
|                          | Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |       |
|                          | Select one of the following:  | 4     |
| <a href="#">EPOL 401</a> | History of American Education   |       |
| <a href="#">EPOL 402</a> | Asian American Education  |       |
| <a href="#">EPOL 403</a> | Historical and Social Barriers  |       |
| <a href="#">EPOL 405</a> | School and Society  |       |
| <a href="#">EPOL 406</a> | Professional Ethics in Education  |       |
| <a href="#">EPOL 407</a> | Critical Thinking in Education  |       |
| <a href="#">EPOL 408</a> | Aesthetic Education   |       |
| <a href="#">EPOL 409</a> | Sociology of Education  |       |
| <a href="#">EPOL 410</a> | Racial and Ethnic Families  |       |
| <a href="#">EPOL 412</a> | Politics of Education   |       |
| <a href="#">EPOL 413</a> | Economics of Education  |       |
| <a href="#">EPOL 480</a> | Technology and Educational Reform   |       |

| Code  | Title   | Hours |
|---|---|-------|
| <a href="#">EPOL 552</a>  | <a href="#">Foundation of Higher Education</a>  |       |
| Elective Hours:   |   | 24    |
| 400/500-Level Hours Required: 12 hours (Independent Study included)       |   |       |
| 500-Level Hours Required in Education: 12 hours                           |   |       |
| Research/Project/Independent Study Hours (min/max applied toward degree): |   | 0-8   |
| <a href="#">CI 599</a>  | Thesis Research (min/max applied toward degree) | 2-8   |
| Total Hours   |   | 32    |

## Other Requirements

Grad Other Degree Requirements

| Requirement             | Description |
|-------------------------|-------------|
| Minimum GPA             | 3.0         |
| Human Subjects Approval |             |

Corresponding Degree MS Master of Science

## Program Features

Academic Level Graduate

Does this major have transcribed concentrations? [Yes](#) ~~No~~

Will you admit to the concentration directly? [No](#)

Is a concentration required for graduation? [No](#)

What is the typical time to completion of this program?  
2 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code 130301 - Curriculum and Instruction.

Is This a Teacher Certification Program?  
No

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number

EP.23.044

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name MS: Curriculum & Instr -UIUC

Program Code: 10KS1144MS

| Minor Code | Conc Code | Degree Code | MS | Major Code |
|------------|-----------|-------------|----|------------|
| 1144       |           |             |    |            |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Brooke Newell (bsnewell) (01/11/23 9:19 am):** Rollback: Please upload correct side by side for Program.

**Brooke Newell (bsnewell) (01/11/23 2:20 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.

**Allison McKinney (agrindly) (02/23/23 9:45 am):** Administratively approved by the Graduate College.

OLD  
Course List  
Course List

| Code   | Title  | Hours     |  |
|--|--|-----------|--|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |  |
| Select one of the following:   |  |           |  |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        | 4         |  |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |  |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |  |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |  |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |  |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |  |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |  |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |  |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |  |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |  |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |  |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  | 4         |  |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |  |
| Select one of the following:   |  |           |  |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |  |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |  |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |  |
| <a href="#">EPOL 405</a>   | School and Society   |           |  |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |  |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |  |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |  |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |  |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |  |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |  |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |  |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |  |
| Elective Hours:  |  | 24        |  |
| 400/500-Level Hours Required: 12 hours (Independent Study included)                                  |  |           |  |
| 500-Level Hours Required in Education: 12 hours  |  |           |  |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  | 0-8       |  |
| <a href="#">CI 599</a>   | Thesis Research (min/max applied toward degree)            | 8-Feb     |  |
| <b>Total Hours</b>   |  | <b>32</b> |  |

NEW  
Course List  
Course List

| Code   | Title  | Hours     |  |
|--|--|-----------|--|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |  |
| Select one of the following:   |  |           |  |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        | 4         |  |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |  |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |  |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |  |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |  |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |  |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |  |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |  |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |  |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |  |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |  |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  | 4         |  |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |  |
| Select one of the following:   |  |           |  |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |  |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |  |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |  |
| <a href="#">EPOL 405</a>   | School and Society   |           |  |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |  |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |  |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |  |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |  |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |  |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |  |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |  |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |  |
| <a href="#">EPOL 552</a>   | Foundation of Higher Education                             |           |  |
| Elective Hours:  |  | 24        |  |
| 400/500-Level Hours Required: 12 hours (Independent Study included)                                  |  |           |  |
| 500-Level Hours Required in Education: 12 hours  |  |           |  |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  | 0-8       |  |
| <a href="#">CI 599</a>   | Thesis Research (min/max applied toward degree)            | 8-Feb     |  |
| <b>Total Hours</b>   |  | <b>32</b> |  |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

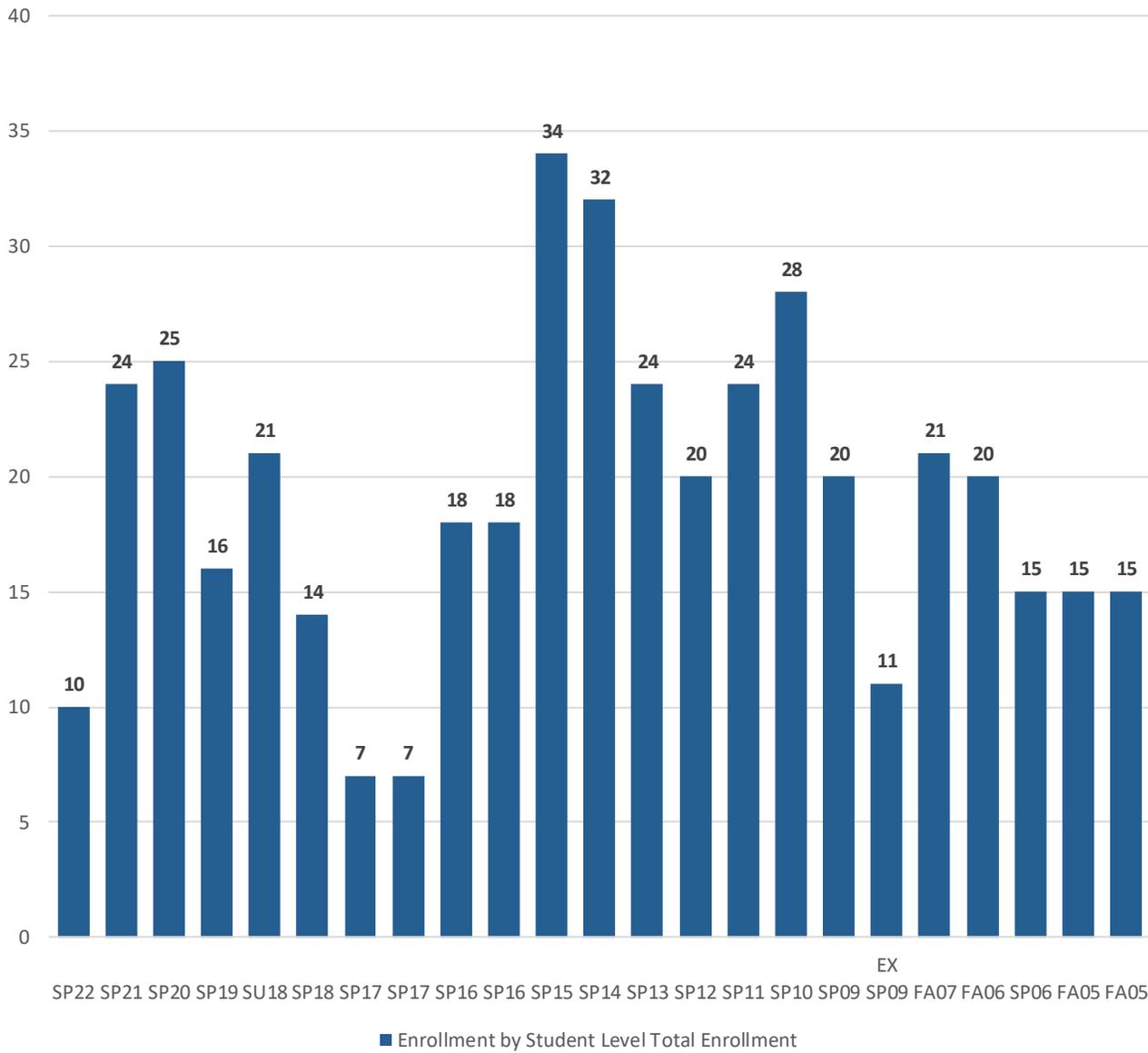
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                  | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|------------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollment | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10               | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24               | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25               | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16               | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21               | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14               | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0                | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34               | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32               | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24               | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20               | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24               | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28               | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20               | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11               | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21               | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20               | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15               | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15               | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13               | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2                | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22               | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12               | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26               | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21               | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18               | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1                | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1                | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16               | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3                | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14               | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11               | 20                   | 24     | 44    | 3.6           | 1                     | O          |

# EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



## Fuller, Lori A

---

**Subject:** FW: Support for EPOL 552 as a foundation requirement option

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**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

---

**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

# Program Change Request

Date Submitted: 01/11/23 3:24 pm

Viewing: **10KS5082EDM : Early**

## **Childhood Education, EDM**

Last approved: 09/29/21 2:21 pm

Last edit: 02/24/23 9:54 am

Changes proposed by: Lori Fuller

[Early Childhood Education, EdM](#)

Catalog Pages  
Using this  
Program

Proposal Type:

### In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad\_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

### Approval Path

1. 01/12/23 7:58 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/30/23 10:13 am  
Emma Mercier  
(mercier):  
Approved for 1613  
Committee Chair
3. 01/30/23 10:23 am  
Sarah McCarthey  
(mccarthe):  
Approved for 1613  
Head
4. 01/30/23 10:28 am

- Liv Thorstenson  
Davila (livtd):  
Approved for KN  
Committee Chair
5. 02/17/23 11:37  
am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:15  
am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:45 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 10:17  
am  
Brenda Clevenger  
(bmclvngr):  
Approved for  
COTE Programs
9. 02/23/23 4:04 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. Apr 6, 2019 by  
Deb Forgacs  
(dforgacs)
2. May 24, 2019 by  
Kathy Stalter  
(kstalter)
3. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
4. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

Official Program Name      Early Childhood Education, EDM

Diploma Title

Sponsor College      Education

Sponsor Department      Curriculum and Instruction

Sponsor Name      [Karla Moller](#) ~~Christopher Span~~

Sponsor Email      [kjmoller@illinois.edu](mailto:kjmoller@illinois.edu) ~~espan@illinois.edu~~

College Contact      [Lori Fuller](#) ~~Kathy Stalter~~

College Contact  
Email

[harvey1@illinois.edu](mailto:harvey1@illinois.edu) ~~kstalter@illinois.edu~~

College Budget Officer      [Toshua York](#)

College Budget Officer Email      [tmyork@illinois.edu](mailto:tmyork@illinois.edu)

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?  
No

## Proposal Title

Effective Catalog Term      Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Education in Early Childhood Education in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

|  |   |
|--|---|
| Provide a brief description of what changes are being made to the program. | Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement. |
|--|---|

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside  
of the sponsoring  
department/interdisciplinary  
departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#)  
letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Students will acquire deep knowledge of child development as it relates to the field of education.

Students will effectively plan and implement relevant, culturally responsive, and developmentally appropriate instruction children from infancy to age eight.

Students will use assessment data to drive decisions and solve problems in and out of the classroom.

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). ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program  
Description and  
Requirements  
Attach Documents

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/PublicAdminRules2017.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.

Revised programs [22-09-10FoundationsRequirementProposal\(1\).docx](#)  
[CI\\_ECEside by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

## Catalog Page Text - Overview Tab

Description of program for 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.

Statement for  
Programs of  
Study Catalog

Course List

| Code                     | Title   | Hours |
|--------------------------|---|-------|
|                          | Psychological Foundations Courses in Educational Psychology                                   |       |
|                          | Select one of the following:  | 4     |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education   |       |
| <a href="#">EPSY 401</a> | Child Language and Education  |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning   |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings   |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev   |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management  |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development  |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology                                    |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development  |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance   |       |
| <a href="#">EPSY 490</a> | Developments in Educational Psychology  |       |
| <a href="#">EPSY 553</a> | Global Issues in Learning   |       |
|                          | Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |       |
|                          | Select one of the following:  | 4     |
| <a href="#">EPOL 401</a> | History of American Education   |       |
| <a href="#">EPOL 402</a> | Asian American Education  |       |
| <a href="#">EPOL 403</a> | Historical and Social Barriers  |       |
| <a href="#">EPOL 405</a> | School and Society  |       |
| <a href="#">EPOL 406</a> | Professional Ethics in Education  |       |
| <a href="#">EPOL 407</a> | Critical Thinking in Education  |       |
| <a href="#">EPOL 408</a> | Aesthetic Education   |       |
| <a href="#">EPOL 409</a> | Sociology of Education  |       |
| <a href="#">EPOL 410</a> | Racial and Ethnic Families  |       |
| <a href="#">EPOL 412</a> | Politics of Education   |       |
| <a href="#">EPOL 413</a> | Economics of Education  |       |

| Code  | Title  | Hours |
|---|--|-------|
| <a href="#">EPOL 480</a>  | Technology and Educational Reform              |       |
| <a href="#">EPOL 552</a>  | <a href="#">Foundation of Higher Education</a> |       |
| Elective Hours:   |  | 24    |
| 400/500-Level Hours Required: 12 hours (Independent Study included)       |  |       |
| 500-Level Hours Required in Education: 12 hours                           |  |       |
| Research/Project/Independent Study Hours (min/max applied toward degree): |  | 0-8   |
| Total Hours   |  | 32    |

## Other Requirements:

### Grad Other Degree Requirements

| Requirement                 | Description   |
|-----------------------------|---|
| Field Placement Information | <a href="http://education.illinois.edu/sce">http://education.illinois.edu/sce</a> |
| Minimum GPA                 | 3.0   |

Corresponding Degree: EdM Master of Education

## Program Features

Academic Level: Graduate

Does this major have transcribed concentrations? Yes ~~No~~

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

What is the typical time to completion of this program?  
3 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code: 131210 - Early Childhood Education and Teaching.

Is This a Teacher Certification Program?  
Yes

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number

EP.23.044

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name EDM: Early Childhood Ed -UIUC

Program Code: 10KS5082EDM

| Minor Code | Conc Code | Degree Code | EDM | Major Code |
|------------|-----------|-------------|-----|------------|
| 5082       |           |             |     |            |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Brooke Newell (bsnewell) (01/11/23 9:19 am):** Rollback: Please upload correct side by side for Program.  
**Brooke Newell (bsnewell) (01/11/23 2:20 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.  
**Allison McKinney (agrindly) (02/23/23 9:45 am):** Administratively approved by the Graduate College.

Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| Select one of the following:   |  |           |
| EPSY 400   | Psychology of Learning in Education                        | 4         |
| EPSY 401   | Child Language and Education                               |           |
| EPSY 402   | Sociocultural Influence on Learning                        |           |
| EPSY 404   | Adjustment in School Settings                              |           |
| EPSY 405   | Personality and Soc Dev                                    |           |
| EPSY 406   | Psychology of Classroom Management                         |           |
| EPSY 407   | Adult Learning and Development                             |           |
| EPSY 408   | Learning and Human Development with Educational Technology |           |
| EPSY 430   | Early Adolescent Development                               |           |
| EPSY 485   | Assessing Student Performance                              |           |
| EPSY 490   | Developments in Educational Psychology                     |           |
| EPSY 553   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| Select one of the following:   |  |           |
| EPOL 401   | History of American Education                              | 4         |
| EPOL 402   | Asian American Education                                   |           |
| EPOL 403   | Historical and Social Barriers                             |           |
| EPOL 405   | School and Society   |           |
| EPOL 406   | Professional Ethics in Education                           |           |
| EPOL 407   | Critical Thinking in Education                             |           |
| EPOL 408   | Aesthetic Education  |           |
| EPOL 409   | Sociology of Education                                     |           |
| EPOL 410   | Racial and Ethnic Families                                 |           |
| EPOL 412   | Politics of Education                                      |           |
| EPOL 413   | Economics of Education                                     |           |
| EPOL 480   | Technology and Educational Reform                          |           |
| Elective Hours:  |  | 24        |
| 400/500-Level Hours Required: 12 hours (Independent Study included)                                  |  |           |
| 500-Level Hours Required in Education:12 hours   |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  | 0-8       |
| <b>Total Hours</b>   |  | <b>32</b> |

Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
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| Select one of the following:   |  |           |
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| EPSY 401   | Child Language and Education                               |           |
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| EPSY 404   | Adjustment in School Settings                              |           |
| EPSY 405   | Personality and Soc Dev                                    |           |
| EPSY 406   | Psychology of Classroom Management                         |           |
| EPSY 407   | Adult Learning and Development                             |           |
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| EPSY 490   | Developments in Educational Psychology                     |           |
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| EPOL 405   | School and Society   |           |
| EPOL 406   | Professional Ethics in Education                           |           |
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| EPOL 408   | Aesthetic Education  |           |
| EPOL 409   | Sociology of Education                                     |           |
| EPOL 410   | Racial and Ethnic Families                                 |           |
| EPOL 412   | Politics of Education                                      |           |
| EPOL 413   | Economics of Education                                     |           |
| EPOL 480   | Technology and Educational Reform                          |           |
| EPOL 552   | Foundation of Higher Education                             |           |
| Elective Hours:  |  | 24        |
| 400/500-Level Hours Required: 12 hours (Independent Study included)                                  |  |           |
| 500-Level Hours Required in Education:12 hours   |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  | 0-8       |
| <b>Total Hours</b>   |  | <b>32</b> |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

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Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

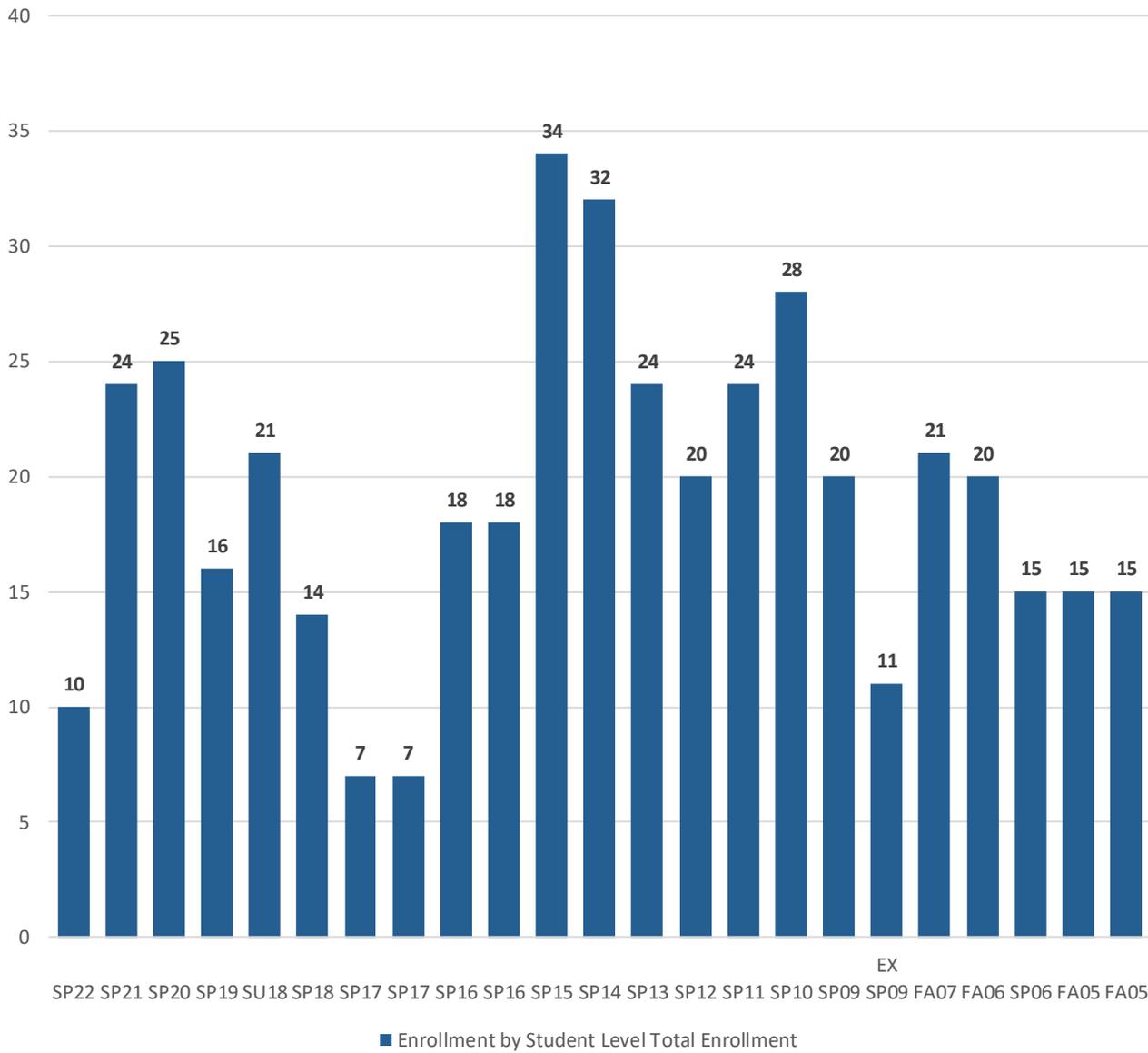
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                  | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|------------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollment | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10               | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24               | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25               | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16               | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21               | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14               | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0                | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34               | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32               | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24               | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20               | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24               | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28               | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20               | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11               | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21               | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20               | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15               | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15               | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13               | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2                | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22               | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12               | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26               | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21               | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18               | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1                | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1                | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16               | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3                | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14               | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11               | 20                   | 24     | 44    | 3.6           | 1                     | O          |

# EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



## Fuller, Lori A

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**Subject:** FW: Support for EPOL 552 as a foundation requirement option

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**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

---

**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

# Program Change Request

Date Submitted: 01/11/23 1:14 pm

Viewing: **10KS5399CAS; CASX;**  
**1EKS5399CASX : Education Policy,**  
**Organization & Leadership, CAS (on**  
**campus & off campus)**

Last approved: 07/05/22 4:04 pm

Last edit: 02/24/23 9:54 am

Changes proposed by: Lori Fuller

[Education Policy, Organization & Leadership, CAS](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. U Program Review
2. 1760 Committee Chair
3. 1760 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad\_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

## Approval Path

1. 01/12/23 7:58 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/12/23 1:24 pm  
Liv Thorstensson  
Davila (livtd):  
Approved for 1760  
Committee Chair
3. 01/12/23 1:38 pm  
Laura Ketchum  
(ketchum):  
Approved for 1760  
Head
4. 01/12/23 2:50 pm  
Liv Thorstensson  
Davila (livtd):  
Approved for KN

- Committee Chair
5. 02/17/23 11:37 am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
  6. 02/19/23 11:14 am  
Chris Prom  
(prom): Approved  
for University  
Librarian
  7. 02/23/23 9:46 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
  8. 02/23/23 10:16 am  
Brenda Clevenger  
(bmclvngr):  
Approved for  
COTE Programs
  9. 02/23/23 4:04 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. Feb 27, 2019 by  
Deb Forgacs  
(dforgacs)
2. Apr 6, 2019 by  
Deb Forgacs  
(dforgacs)
3. May 20, 2019 by  
Kathy Stalter  
(kstalter)
4. Oct 15, 2019 by  
Deb Forgacs  
(dforgacs)
5. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
6. Mar 12, 2021 by

Deb Forgacs  
(dforgacs)  
7. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)  
8. Jul 5, 2022 by  
Mary Lowry  
(lowry)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

|                              |   |                       |
|------------------------------|---|-----------------------|
| Official Program Name        | Education Policy, Organization & Leadership, CAS (on campus & off campus) |                       |
| Diploma Title                |   |                       |
| Sponsor College              | Education   |                       |
| Sponsor Department           | Education Policy, Organization and Leadership                             |                       |
| Sponsor Name                 | <u>Karla Moller</u> <del>Christopher Span</del>                           |                       |
| Sponsor Email                | <u>kjmoller@illinois.edu</u> <del>espan@illinois.edu</del>                |                       |
| College Contact              | <u>Lori Fuller</u> <del>Kathy Stalter</del>                               | College Contact Email |
|                              | <u>harvey1@illinois.edu</u> <del>kstalter@illinois.edu</del>              |                       |
| College Budget Officer       | <u>Toshua York</u>  |                       |
| College Budget Officer Email | <u>tmyork@illinois.edu</u>  |                       |

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Laura Ketchum [ketchum@illinois.edu](mailto:ketchum@illinois.edu)

Does this program have inter-departmental administration?  
No

## Proposal Title

Effective Catalog Term      Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Certificate of Advanced Study in Education Policy, Organization & Leadership in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

|  |   |
|--|---|
| Provide a brief description of what changes are being made to the program. | Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement. |
|--|---|

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

No

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Upon the conclusion of the program in EPOL, students will be able to

- Demonstrate knowledge and skills in developing, implementing, and evaluating evidence-based programs and practices
- Comprehend current topics and trends in EPOL-wide fields that inform evidence-based practices to improve equity, diversity, and social justice across a wide range of educational, professional, and organizational contexts ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts. The administration of assessment will be conducted with a comprehensive and systematic approach. The goal of our assessment is to inform the continuous improvement of our curricular and instructional activities. Our assessment activities are described in attachment

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program [EPOL How When Assessment Will Be Administered In The Department.docx](#)  
Description and Requirements  
Attach Documents

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/PublicAdminRules2017.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.*

Revised programs [22-09-10FoundationsRequirementProposal\(1\).docx](#)

[side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program)  
or college-level forms.

### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for  
Programs of  
Study Catalog

### Course List

| Code                     | Title   | Hours |
|--------------------------|---|-------|
|                          | Psychological Foundations Courses in Educational Psychology                                     | 4     |
|                          | Select one of the following:  |       |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education   |       |
| <a href="#">EPSY 401</a> | Child Language and Education  |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning   |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings   |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev   |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management  |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development  |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology                                      |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development  |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance   |       |
| <a href="#">EPSY 490</a> | Developments in Educational Psychology  |       |
| <a href="#">EPSY 553</a> | Global Issues in Learning   |       |
|                          | Philosophical and Social Foundations Courses in Education Policy, Organization and 4 Leadership |       |
|                          | Select one of the following:  |       |
| <a href="#">EPOL 401</a> | History of American Education   |       |
| <a href="#">EPOL 402</a> | Asian American Education  |       |
| <a href="#">EPOL 403</a> | Historical and Social Barriers  |       |
| <a href="#">EPOL 405</a> | School and Society  |       |
| <a href="#">EPOL 406</a> | Professional Ethics in Education  |       |
| <a href="#">EPOL 407</a> | Critical Thinking in Education  |       |
| <a href="#">EPOL 408</a> | Aesthetic Education   |       |
| <a href="#">EPOL 409</a> | Sociology of Education  |       |
| <a href="#">EPOL 410</a> | Racial and Ethnic Families  |       |
| <a href="#">EPOL 412</a> | Politics of Education   |       |
| <a href="#">EPOL 413</a> | Economics of Education  |       |
| <a href="#">EPOL 480</a> | Technology and Educational Reform   |       |
| <a href="#">EPOL 552</a> | <a href="#">Foundation of Higher Education</a>  |       |
|                          | 500-Level Courses   | 16    |
|                          | 400/500-Level Courses   | 16    |
|                          | Independent Study   | 0-8   |
|                          | (Optional) Concentration Courses. May overlap with other general coursework requirements        | 12-24 |
|                          | Total Hours   | 32    |

## Other Requirements

Course List

Code Title Hours

Minimum GPA3.0

Corresponding Degree CAS Certificate of Advanced Study

## Program Features

Academic Level Graduate

Does this major have transcribed concentrations? Yes ~~No~~

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

What is the typical time to completion of this program?  
1.5 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code 130101 - Education, General.

Is This a Teacher Certification Program?  
Yes

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available? No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

Will the unit need to seek campus or other external resources? No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number            EP.23.044

Attach Rollback/Approval Notices

This proposal requires HLC inquiry            No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name            CAS: Ed Pol Org & Ldrshp -UIUC

Program Code:            10KS5399CAS; CASX; 1EKS5399CASX

| Minor Code | Conc Code | Degree Code | CAS | Major Code |
|------------|-----------|-------------|-----|------------|
|------------|-----------|-------------|-----|------------|

5399

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Brooke Newell (bsnewell) (01/11/23 9:19 am):** Rollback: Please upload correct side by side for Program.  
**Allison McKinney (agrindly) (02/23/23 9:46 am):** Administratively approved by the Graduate College.

Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| 4  |  |           |
| Select one of the following:   |  |           |
| EPSY 400   | Psychology of Learning in Education                        |           |
| EPSY 401   | Child Language and Education                               |           |
| EPSY 402   | Sociocultural Influence on Learning                        |           |
| EPSY 404   | Adjustment in School Settings                              |           |
| EPSY 405   | Personality and Soc Dev                                    |           |
| EPSY 406   | Psychology of Classroom Management                         |           |
| EPSY 407   | Adult Learning and Development                             |           |
| EPSY 408   | Learning and Human Development with Educational Technology |           |
| EPSY 430   | Early Adolescent Development                               |           |
| EPSY 485   | Assessing Student Performance                              |           |
| EPSY 490   | Developments in Educational Psychology                     |           |
| EPSY 553   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| 4  |  |           |
| Select one of the following:   |  |           |
| EPOL 401   | History of American Education                              |           |
| EPOL 402   | Asian American Education                                   |           |
| EPOL 403   | Historical and Social Barriers                             |           |
| EPOL 405   | School and Society   |           |
| EPOL 406   | Professional Ethics in Education                           |           |
| EPOL 407   | Critical Thinking in Education                             |           |
| EPOL 408   | Aesthetic Education  |           |
| EPOL 409   | Sociology of Education                                     |           |
| EPOL 410   | Racial and Ethnic Families                                 |           |
| EPOL 412   | Politics of Education                                      |           |
| EPOL 413   | Economics of Education                                     |           |
| EPOL 480   | Technology and Educational Reform                          |           |
| 500-Level Courses  |  | 16        |
| 400/500-Level Courses  |  | 16        |
| Independent Study  |  | 0-8       |
| (Optional) Concentration Courses. May overlap with other general coursework requirements             |  | 24-Dec    |
| <b>Total Hours</b>   |  | <b>32</b> |

Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| 4  |  |           |
| Select one of the following:   |  |           |
| EPSY 400   | Psychology of Learning in Education                        |           |
| EPSY 401   | Child Language and Education                               |           |
| EPSY 402   | Sociocultural Influence on Learning                        |           |
| EPSY 404   | Adjustment in School Settings                              |           |
| EPSY 405   | Personality and Soc Dev                                    |           |
| EPSY 406   | Psychology of Classroom Management                         |           |
| EPSY 407   | Adult Learning and Development                             |           |
| EPSY 408   | Learning and Human Development with Educational Technology |           |
| EPSY 430   | Early Adolescent Development                               |           |
| EPSY 485   | Assessing Student Performance                              |           |
| EPSY 490   | Developments in Educational Psychology                     |           |
| EPSY 553   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| 4  |  |           |
| Select one of the following:   |  |           |
| EPOL 401   | History of American Education                              |           |
| EPOL 402   | Asian American Education                                   |           |
| EPOL 403   | Historical and Social Barriers                             |           |
| EPOL 405   | School and Society   |           |
| EPOL 406   | Professional Ethics in Education                           |           |
| EPOL 407   | Critical Thinking in Education                             |           |
| EPOL 408   | Aesthetic Education  |           |
| EPOL 409   | Sociology of Education                                     |           |
| EPOL 410   | Racial and Ethnic Families                                 |           |
| EPOL 412   | Politics of Education                                      |           |
| EPOL 413   | Economics of Education                                     |           |
| EPOL 480   | Technology and Educational Reform                          |           |
| EPOL 552   | Foundation of Higher Education                             |           |
| 500-Level Courses  |  | 16        |
| 400/500-Level Courses  |  | 16        |
| Independent Study  |  | 0-8       |
| (Optional) Concentration Courses. May overlap with other general coursework requirements             |  | 24-Dec    |
| <b>Total Hours</b>   |  | <b>32</b> |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

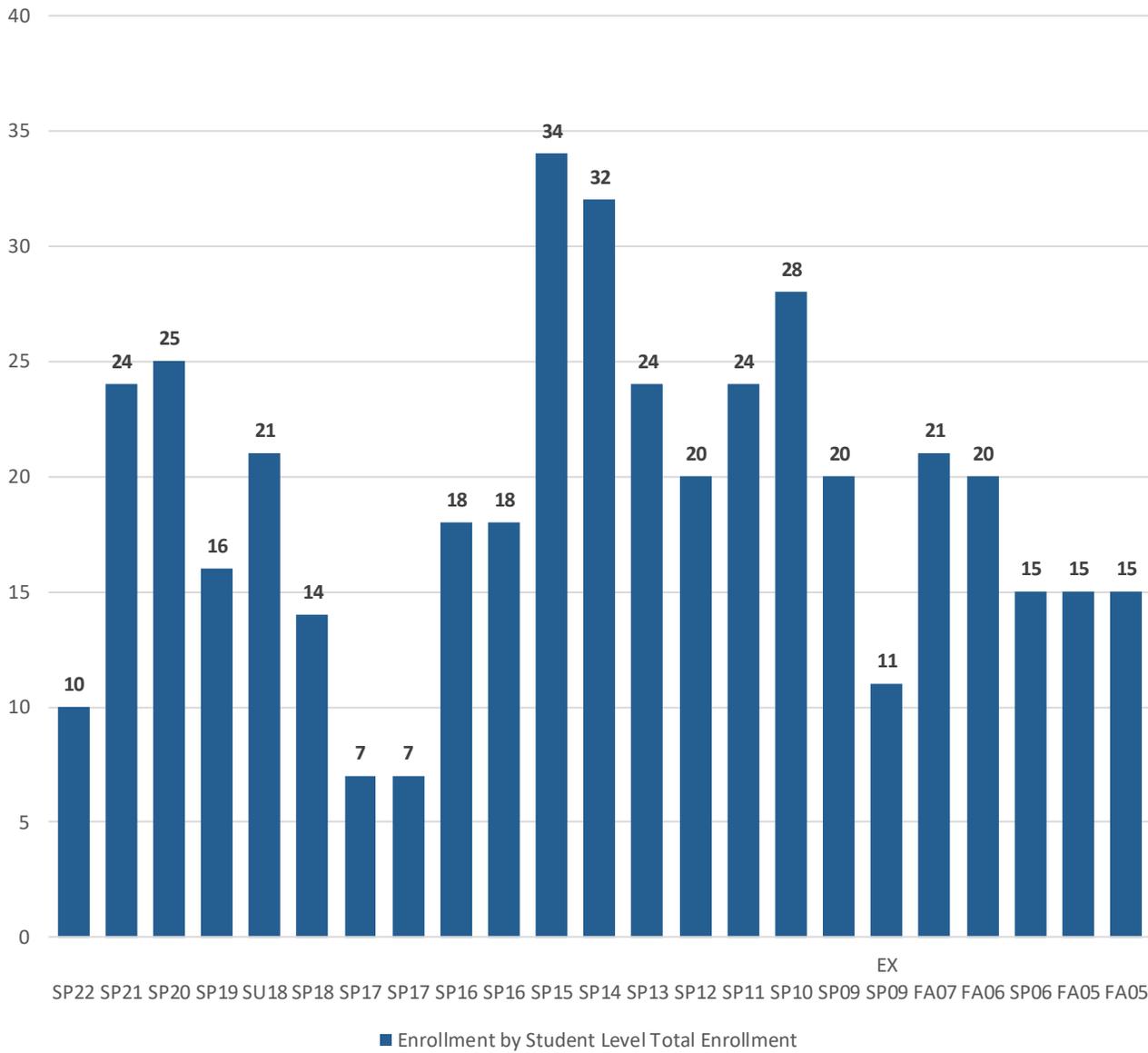
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                  | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|------------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollment | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10               | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24               | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25               | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16               | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21               | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14               | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0                | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34               | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32               | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24               | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20               | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24               | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28               | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20               | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11               | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21               | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20               | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15               | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15               | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13               | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2                | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22               | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12               | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26               | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21               | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18               | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1                | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1                | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16               | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3                | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14               | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11               | 20                   | 24     | 44    | 3.6           | 1                     | O          |

## EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



# Program Change Request

Date Submitted: 01/11/23 1:11 pm

Viewing: **10KS5399EDM;  
EDMX;EDMU;1EKS5399EDMU :  
Education Policy, Organization &  
Leadership, EdM (on campus, off  
campus & online)**

Last approved: 09/29/21 2:38 pm

Last edit: 02/24/23 9:54 am

Changes proposed by: Lori Fuller

[Education Policy, Organization & Leadership, EdM](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. U Program Review
2. 1760 Committee Chair
3. 1760 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad\_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

## Approval Path

1. 01/12/23 7:58 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/12/23 1:23 pm  
Liv Thorstensson  
Davila (livtd):  
Approved for 1760  
Committee Chair
3. 01/12/23 1:38 pm  
Laura Ketchum  
(ketchum):  
Approved for 1760  
Head
4. 01/12/23 2:50 pm  
Liv Thorstensson  
Davila (livtd):  
Approved for KN

- Committee Chair
5. 02/17/23 11:37 am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
  6. 02/19/23 11:15 am  
Chris Prom  
(prom): Approved  
for University  
Librarian
  7. 02/23/23 9:46 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
  8. 02/23/23 10:15 am  
Brenda Clevenger  
(bmclvngr):  
Approved for  
COTE Programs
  9. 02/23/23 4:04 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. Feb 27, 2019 by  
Deb Forgacs  
(dforgacs)
2. Apr 6, 2019 by  
Deb Forgacs  
(dforgacs)
3. May 20, 2019 by  
Kathy Stalter  
(kstalter)
4. Sep 10, 2019 by  
Kathy Stalter  
(kstalter)
5. Oct 15, 2019 by  
Deb Forgacs  
(dforgacs)
6. Jun 5, 2020 by

Kathy Stalter  
(kstalter)  
7. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

|                              |   |                       |
|------------------------------|---|-----------------------|
| Official Program Name        | Education Policy, Organization & Leadership, EdM (on campus, off campus & online) |                       |
| Diploma Title                |   |                       |
| Sponsor College              | Education   |                       |
| Sponsor Department           | Education Policy, Organization and Leadership                                     |                       |
| Sponsor Name                 | <u>Karla Moller</u> <del>Christopher Span</del>                                   |                       |
| Sponsor Email                | <u>kjmoller@illinois.edu</u> <del>espan@illinois.edu</del>                        |                       |
| College Contact              | <u>Lori Fuller</u> <del>Kathy Stalter</del>                                       | College Contact Email |
|                              | <u>harvey1@illinois.edu</u> <del>kstalter@illinois.edu</del>                      |                       |
| College Budget Officer       | <u>Toshua York</u>  |                       |
| College Budget Officer Email | <u>tmyork@illinois.edu</u>  |                       |

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?  
No

## Proposal Title

|                        |           |
|------------------------|-----------|
| Effective Catalog Term | Fall 2023 |
|------------------------|-----------|

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Education in Education Policy, Organization & Leadership in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

This revision will affect the following programs:

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

Provide a brief description of what changes are being made to the program.      Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

No

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Upon the conclusion of the Ed.M. program in EPOL, students will be able to

- Demonstrate knowledge and skills in developing, implementing, and evaluating evidence-based programs and practices
- Comprehend current topics and trends in EPOL-wide fields that inform evidence-based practices to improve equity, diversity, and social justice across a wide range of educational, professional, and organizational contexts ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts. The administration of assessment will be conducted with a comprehensive and systematic approach. The goal of our assessment is to inform the continuous improvement of our curricular and instructional activities. Our assessment activities are described in attachment

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program [EPOL How When Assessment Will Be Administered In The Department.docx](#)

Description and

Requirements

Attach Documents

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/PublicAdminRules2017.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.*

Revised programs [22-09-10FoundationsRequirementProposal\(1\).docx](#)

[side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program)  
or college-level forms.

### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for  
Programs of  
Study Catalog

### Course List

| Code                     | Title   | Hours |
|--------------------------|---|-------|
|                          | Psychological Foundations Courses in Educational Psychology   | 4     |
|                          | Select one of the following:  |       |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education   |       |
| <a href="#">EPSY 401</a> | Child Language and Education  |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning   |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings   |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev   |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management  |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development  |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology  |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development  |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance   |       |
| <a href="#">EPSY 490</a> | Developments in Educational Psychology  |       |
| <a href="#">EPSY 553</a> | Global Issues in Learning   |       |
|                          | Philosophical and Social Foundations Courses in Education Policy, Organization and 4<br>Leadership                                    |       |
|                          | Select one of the following:  |       |
| <a href="#">EPOL 401</a> | History of American Education   |       |
| <a href="#">EPOL 402</a> | Asian American Education  |       |
| <a href="#">EPOL 403</a> | Historical and Social Barriers  |       |
| <a href="#">EPOL 405</a> | School and Society  |       |
| <a href="#">EPOL 406</a> | Professional Ethics in Education  |       |
| <a href="#">EPOL 407</a> | Critical Thinking in Education  |       |
| <a href="#">EPOL 408</a> | Aesthetic Education   |       |
| <a href="#">EPOL 409</a> | Sociology of Education  |       |
| <a href="#">EPOL 410</a> | Racial and Ethnic Families  |       |
| <a href="#">EPOL 412</a> | Politics of Education   |       |
| <a href="#">EPOL 413</a> | Economics of Education  |       |
| <a href="#">EPOL 480</a> | Technology and Educational Reform   |       |
| <a href="#">EPOL 552</a> | <a href="#">Foundation of Higher Education</a>  |       |
|                          | 500-Level Courses Required in Education (Thesis Research Credit not included)   | 12    |
|                          | 400/500-Level Courses approved by Advisor (Thesis Research Credit not included,<br>up to 8 hours of Independent Study can be applied) | 12    |
|                          | (Optional) Concentration Courses. May overlap with other coursework<br>requirements   | 12-24 |
|                          | Total Hours   | 32    |

## Other Requirements

Grad Other Degree Requirements

| Requirement                      | Description |
|----------------------------------|-------------|
| Requirements may overlap.        |             |
| A concentration is not required. |             |
| Minimum GPA                      | 3.0         |

Corresponding Degree EdM Master of Education

## Program Features

Academic Level Graduate

Does this major have transcribed concentrations? Yes ~~No~~

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

What is the typical time to completion of this program?  
2 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code 130101 - Education, General.

Is This a Teacher Certification Program?  
Yes

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus and Online - 2 program types. Students can receive the entire program either on campus or online. Students can choose to take courses in either modality.

Describe the use of this delivery method:

This program is available on campus, off campus, ~~campus~~ and online.

## Admission Requirements

Desired Effective  
Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when  
fully implemented)

What is the matriculation term for this program?      Fall

## Budget

Are there budgetary implications for this revision?      No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number

EP.23.044

Attach Rollback/Approval Notices

This proposal requires HLC inquiry

No

## DMI Documentation

Attach Final  
Approval Notices

Banner/Codebook Name EDM: Ed Pol Org & Ldrshp -UIUC

Program Code: 10KS5399EDM; EDMX;EDMU;1EKS5399EDMU

| Minor Code | Conc Code | Degree Code | EDM | Major Code |
|------------|-----------|-------------|-----|------------|
| 5399       |           |             |     |            |

Senate Approval  
Date

Senate  
Conference  
Approval Date

BOT Approval  
Date

IBHE Approval  
Date

HLC Approval  
Date

DOE Approval  
Date

Effective Date:

Attached  
Document  
Justification for  
this request

Program Reviewer Comments **Brooke Newell (bsnewell) (10/10/22 11:47 am):** Rollback: Email sent to Laura, Lori, and Karla Moller. Revisions requested on Related Proposals, Program Regulation and Assessment, and Side by Side.  
**Brooke Newell (bsnewell) (01/11/23 9:21 am):** Rollback: Please upload correct side by side for Program. Please double check that the numbers in the excel document don't change to dates, for example.  
**Allison McKinney (agrindly) (02/23/23 9:46 am):** Administratively approved by the Graduate College.  
**Allison McKinney (agrindly) (02/23/23 9:46 am):** Administratively approved by the Graduate College.

Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b> 4   |  |           |
| Select one of the following:   |  |           |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> 4                             |  |           |
| Select one of the following:   |  |           |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>   | School and Society   |           |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |
| 500-Level Courses Required in Education (Thesis Research Credit not included)  |  | 12        |
| 400/500-Level Courses approved by Advisor (Thesis Research Credit not included, up to 8 hours of Independent Study can be applied) |  | 12        |
| (Optional) Concentration Courses. May overlap with other coursework requirements   |  | 24-Dec    |
| <b>Total Hours</b>   |  | <b>32</b> |

Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b> 4   |  |           |
| Select one of the following:   |  |           |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> 4                             |  |           |
| Select one of the following:   |  |           |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>   | School and Society   |           |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |
| <a href="#">EPOL 552</a>   | Foundation of Higher Education                             |           |
| 500-Level Courses Required in Education (Thesis Research Credit not included)  |  | 12        |
| 400/500-Level Courses approved by Advisor (Thesis Research Credit not included, up to 8 hours of Independent Study can be applied) |  | 12        |
| (Optional) Concentration Courses. May overlap with other coursework requirements   |  | 24-Dec    |
| <b>Total Hours</b>   |  | <b>32</b> |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

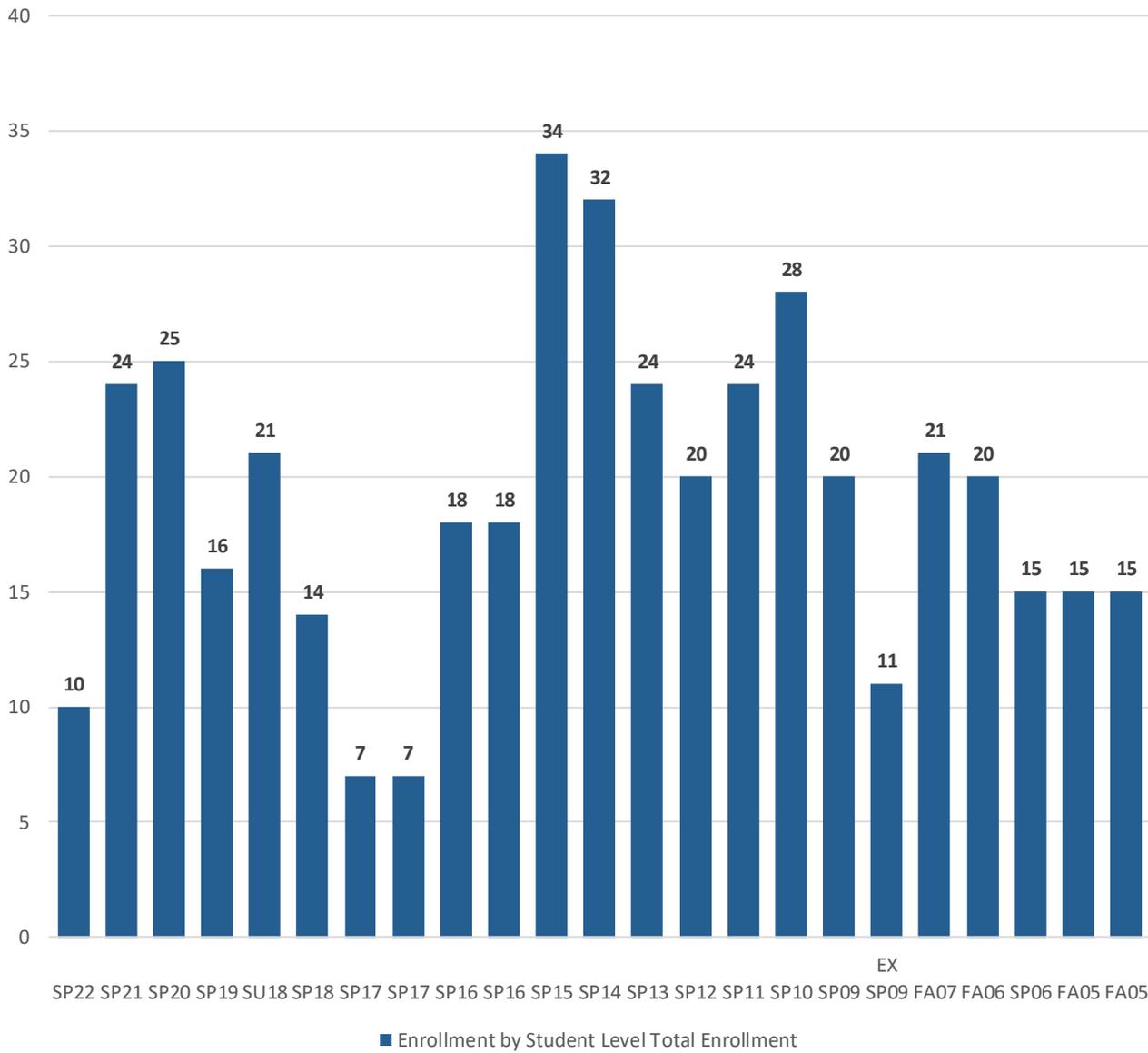
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                  | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|------------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollment | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10               | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24               | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25               | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16               | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21               | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14               | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7                | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18               | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0                | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34               | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32               | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24               | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20               | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24               | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28               | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20               | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11               | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21               | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20               | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15               | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15               | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13               | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15               | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13               | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2                | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22               | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12               | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26               | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21               | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1                | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18               | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1                | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1                | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16               | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15               | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3                | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14               | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11               | 20                   | 24     | 44    | 3.6           | 1                     | O          |

## EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



Date Submitted: 01/11/23 1:13 pm

Viewing: **10KS5399MA : Education Policy, Organization & Leadership, MA**

Last approved: 09/29/21 2:40 pm

Last edit: 02/24/23 9:54 am

Changes proposed by: Lori Fuller

[Education Policy, Organization & Leadership, MA](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. U Program Review
2. 1760 Committee Chair
3. 1760 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad\_College
8. Provost
9. Senate EPC

10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

## Approval Path

1. 01/12/23 7:58 am  
Emily Stuby (eastuby):  
Approved for U Program Review
2. 01/12/23 1:24 pm  
Liv Thorstensson Davila (livtd):  
Approved for 1760 Committee Chair
3. 01/12/23 1:38 pm  
Laura Ketchum (ketchum):  
Approved for 1760 Head
4. 01/12/23 2:50 pm  
Liv Thorstensson Davila (livtd):  
Approved for KN Committee Chair

5. 02/17/23 11:37 am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:15 am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:46 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 4:04 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. Feb 27, 2019 by  
Deb Forgacs  
(dforgacs)
2. May 20, 2019 by  
Kathy Stalter  
(kstalter)
3. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
4. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

Official Program Name      Education Policy, Organization & Leadership, MA

Diploma Title

Sponsor College Education

Sponsor Department Education Policy, Organization and Leadership

Sponsor Name Karla Moller ~~Christopher Span~~

Sponsor Email kjmoller@illinois.edu ~~cspan@illinois.edu~~

College Contact Lori Fuller ~~Kathy Stalter~~

College Contact Email

harvey1@illinois.edu ~~kstalter@illinois.edu~~

College Budget Officer Toshua York

College Budget Officer Email tmyork@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?

No

## Proposal Title

Effective Catalog Term Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Arts in Education Policy, Organization & Leadership in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

Provide a brief description of what changes are being made to the program.      Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski, Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

No

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Upon the conclusion of the program in EPOL, students will be able to

- Demonstrate knowledge and skills in developing, implementing, and evaluating evidence-based programs and practices
- Comprehend current topics and trends in EPOL-wide fields that inform evidence-based practices to improve equity, diversity, and social justice across a wide range of educational, professional, and organizational contexts ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts. The administration of assessment will be conducted with a comprehensive and systematic approach. The goal of our assessment is to inform the continuous improvement of our curricular and instructional activities. Our assessment activities are described in attachment

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program [EPOL How When Assessment Will Be Administered In The Department.docx](#)  
Description and Requirements  
Attach Documents

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/PublicAdminRules2017.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.*

Revised programs [22-09-10FoundationsRequirementProposal\(1\).docx](#)

[side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program)  
or college-level forms.

### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for  
Programs of  
Study Catalog

### Course List

| Code                     | Title  | Hours |
|--------------------------|--|-------|
|                          | Psychological Foundations Courses in Educational Psychology  | 4     |
|                          | Select one of the following:   |       |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education  |       |
| <a href="#">EPSY 401</a> | Child Language and Education   |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning  |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings  |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev  |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management   |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development   |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology   |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development   |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance  |       |
| <a href="#">EPSY 490</a> | Developments in Educational Psychology   |       |
| <a href="#">EPSY 553</a> | Global Issues in Learning  |       |
|                          | Philosophical and Social Foundations Courses in Education Policy, Organization and 4<br>Leadership |       |
|                          | Select one of the following:   |       |
| <a href="#">EPOL 401</a> | History of American Education  |       |
| <a href="#">EPOL 402</a> | Asian American Education   |       |
| <a href="#">EPOL 403</a> | Historical and Social Barriers   |       |
| <a href="#">EPOL 405</a> | School and Society   |       |
| <a href="#">EPOL 406</a> | Professional Ethics in Education   |       |
| <a href="#">EPOL 407</a> | Critical Thinking in Education   |       |
| <a href="#">EPOL 408</a> | Aesthetic Education  |       |
| <a href="#">EPOL 409</a> | Sociology of Education   |       |
| <a href="#">EPOL 410</a> | Racial and Ethnic Families   |       |
| <a href="#">EPOL 412</a> | Politics of Education  |       |
| <a href="#">EPOL 413</a> | Economics of Education   |       |
| <a href="#">EPOL 480</a> | Technology and Educational Reform  |       |
| <a href="#">EPOL 552</a> | <a href="#">Foundation of Higher Education</a>   |       |
|                          | 500-Level Courses Required in Education (Thesis Research Credit not included)                      | 12    |
|                          | 400/500-Level Courses approved by Advisor (Thesis Research Credit and                              | 12    |
|                          | Independent Study can be applied up to a maximum of 8 hours each)                                  |       |
|                          | Thesis Research Credit (min/max applied toward degree)   | 2-8   |
|                          | (Optional) Concentration Courses. May overlap with other coursework<br>requirements                | 12-24 |

| Code        | Title | Hours |
|-------------|-------|-------|
| Total Hours |       | 32    |

## Other Requirements

Grad Other Degree Requirements

| Requirement | Description |
|-------------|-------------|
|-------------|-------------|

Requirements may overlap.

A concentration is not required.

|             |     |
|-------------|-----|
| Minimum GPA | 3.0 |
|-------------|-----|

Corresponding Degree MA Master of Arts

## Program Features

|                |          |
|----------------|----------|
| Academic Level | Graduate |
|----------------|----------|

|   |               |
|---|---------------|
| Does this major have transcripted concentrations? | <u>Yes</u> No |
|---|---------------|

|   |           |
|---|-----------|
| Will you admit to the concentration directly? | <u>No</u> |
|---|-----------|

|   |           |
|---|-----------|
| Is a concentration required for graduation? | <u>No</u> |
|---|-----------|

What is the typical time to completion of this program?  
2 years

What are the minimum Total Credit Hours required for this program?  
32

|                           |     |
|---------------------------|-----|
| What is the required GPA? | 3.0 |
|---------------------------|-----|

|          |                              |
|----------|------------------------------|
| CIP Code | 130101 - Education, General. |
|----------|------------------------------|

|  |    |
|--|----|
| Is This a Teacher Certification Program? | No |
|--|----|

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective  
Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when  
fully implemented)

What is the  
matriculation  
term for this  
program?

Fall

## Budget

Are there  
budgetary  
implications for  
this revision?

No

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

No

Additional Budget  
Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number

EP.23.044

Attach Rollback/Approval Notices

This proposal requires HLC inquiry

No

## DMI Documentation

Attach Final  
Approval Notices

Banner/Codebook Name MA: Ed Pol Org & Ldrshp -UIUC

Program Code: 10KS5399MA

| Minor Code | Conc Code | Degree Code | MA | Major Code |
|------------|-----------|-------------|----|------------|
| 5399       |           |             |    |            |

Senate Approval  
Date

Senate  
Conference  
Approval Date

BOT Approval  
Date

IBHE Approval  
Date

HLC Approval  
Date

DOE Approval  
Date

Effective Date:

Attached  
Document  
Justification for  
this request

Program Reviewer Comments **Brooke Newell (bsnewell) (01/11/23 9:20 am):** Rollback: Please upload correct side by side for Program.  
**Allison McKinney (agrindly) (02/23/23 9:46 am):** Administratively approved by the Graduate College.

Old  
Course List  
Course List

| Code  | Title  | Hours     |
|---|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>  |  |           |
| 4   |  |           |
| Select one of the following:  |  |           |
| EPSY 400  | Psychology of Learning in Education                        |           |
| EPSY 401  | Child Language and Education                               |           |
| EPSY 402  | Sociocultural Influence on Learning                        |           |
| EPSY 404  | Adjustment in School Settings                              |           |
| EPSY 405  | Personality and Soc Dev                                    |           |
| EPSY 406  | Psychology of Classroom Management                         |           |
| EPSY 407  | Adult Learning and Development                             |           |
| EPSY 408  | Learning and Human Development with Educational Technology |           |
| EPSY 430  | Early Adolescent Development                               |           |
| EPSY 485  | Assessing Student Performance                              |           |
| EPSY 490  | Developments in Educational Psychology                     |           |
| EPSY 553  | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b>                                    |  |           |
| 4   |  |           |
| Select one of the following:  |  |           |
| EPOL 401  | History of American Education                              |           |
| EPOL 402  | Asian American Education                                   |           |
| EPOL 403  | Historical and Social Barriers                             |           |
| EPOL 405  | School and Society   |           |
| EPOL 406  | Professional Ethics in Education                           |           |
| EPOL 407  | Critical Thinking in Education                             |           |
| EPOL 408  | Aesthetic Education  |           |
| EPOL 409  | Sociology of Education                                     |           |
| EPOL 410  | Racial and Ethnic Families                                 |           |
| EPOL 412  | Politics of Education                                      |           |
| EPOL 413  | Economics of Education                                     |           |
| EPOL 480  | Technology and Educational Reform                          |           |
| 500-Level Courses Required in Education (Thesis Research Credit not included)   |  | 12        |
| 400/500-Level Courses approved by Advisor (Thesis Research Credit and Independent Study can be applied up to a maximum of 8 hours each) |  | 12        |
| Thesis Research Credit (min/max applied toward degree)  |  | 8-Feb     |
| (Optional) Concentration Courses. May overlap with other coursework requirements  |  | 24-Dec    |
| <b>Total Hours</b>  |  | <b>32</b> |

New  
Course List  
Course List

| Code  | Title  | Hours     |
|---|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>  |  |           |
| 4   |  |           |
| Select one of the following:  |  |           |
| EPSY 400  | Psychology of Learning in Education                        |           |
| EPSY 401  | Child Language and Education                               |           |
| EPSY 402  | Sociocultural Influence on Learning                        |           |
| EPSY 404  | Adjustment in School Settings                              |           |
| EPSY 405  | Personality and Soc Dev                                    |           |
| EPSY 406  | Psychology of Classroom Management                         |           |
| EPSY 407  | Adult Learning and Development                             |           |
| EPSY 408  | Learning and Human Development with Educational Technology |           |
| EPSY 430  | Early Adolescent Development                               |           |
| EPSY 485  | Assessing Student Performance                              |           |
| EPSY 490  | Developments in Educational Psychology                     |           |
| EPSY 553  | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b>                                    |  |           |
| 4   |  |           |
| Select one of the following:  |  |           |
| EPOL 401  | History of American Education                              |           |
| EPOL 402  | Asian American Education                                   |           |
| EPOL 403  | Historical and Social Barriers                             |           |
| EPOL 405  | School and Society   |           |
| EPOL 406  | Professional Ethics in Education                           |           |
| EPOL 407  | Critical Thinking in Education                             |           |
| EPOL 408  | Aesthetic Education  |           |
| EPOL 409  | Sociology of Education                                     |           |
| EPOL 410  | Racial and Ethnic Families                                 |           |
| EPOL 412  | Politics of Education                                      |           |
| EPOL 413  | Economics of Education                                     |           |
| EPOL 480  | Technology and Educational Reform                          |           |
| EPOL 552  | Foundation of Higher Education                             |           |
| 500-Level Courses Required in Education (Thesis Research Credit not included)   |  | 12        |
| 400/500-Level Courses approved by Advisor (Thesis Research Credit and Independent Study can be applied up to a maximum of 8 hours each) |  | 12        |
| Thesis Research Credit (min/max applied toward degree)  |  | 8-Feb     |
| (Optional) Concentration Courses. May overlap with other coursework requirements  |  | 24-Dec    |
| <b>Total Hours</b>  |  | <b>32</b> |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

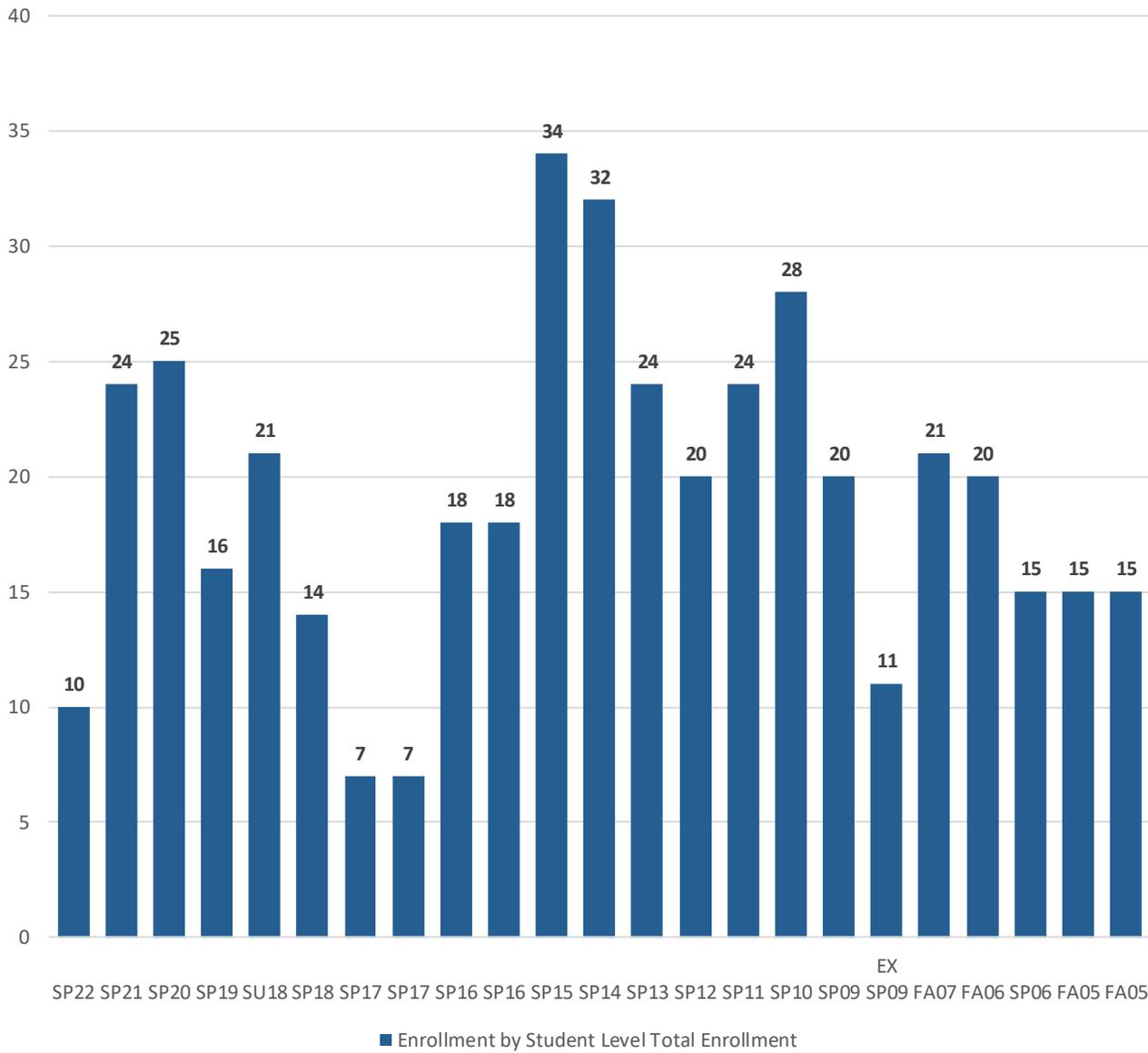
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|----------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollme | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10             | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24             | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25             | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16             | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21             | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14             | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7              | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7              | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18             | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18             | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0              | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34             | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32             | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24             | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20             | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24             | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28             | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20             | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11             | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21             | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20             | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15             | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15             | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15             | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13             | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13             | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15             | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13             | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2              | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22             | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1              | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12             | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26             | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1              | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21             | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1              | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15             | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18             | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1              | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1              | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16             | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15             | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3              | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14             | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11             | 20                   | 24     | 44    | 3.6           | 1                     | O          |

## EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



# Program Change Request

Date Submitted: 01/11/23 3:27 pm

Viewing: **10KS5865EDM &  
1PKS5865EDMU : Educational  
Psychology, EDM (on campus &  
online)**

Last approved: 03/14/22 2:11 pm

Last edit: 02/24/23 9:55 am

Changes proposed by: Lori Fuller

[Educational Psychology, EdM](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. U Program Review
2. 1616 Committee Chair
3. 1616 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad\_College
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

## Approval Path

1. 01/12/23 7:58 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/12/23 8:01 am  
H Chad Lane  
(hclane):  
Approved for 1616  
Committee Chair
3. 01/27/23 12:24  
pm  
Kiel Christianson  
(kiel): Approved  
for 1616 Head
4. 01/27/23 2:25 pm  
Liv Thorstensson  
Davila (livtd):  
Approved for KN  
Committee Chair

5. 02/17/23 11:37 am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:15 am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:46 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 4:04 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. May 10, 2019 by  
Kathy Martensen  
(kmartens)
2. Jun 5, 2019 by  
Deb Forgacs  
(dforgacs)
3. Nov 2, 2019 by  
Emily Stuby  
(eastuby)
4. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
5. Mar 12, 2021 by  
Deb Forgacs  
(dforgacs)
6. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)
7. Mar 14, 2022 by  
Mary Lowry  
(lowry)

This proposal is  
for a:  
Revision

## Administration Details

Official Program Name Educational Psychology, EDM (on campus & online)

Diploma Title

Sponsor College Education

Sponsor Department Educational Psychology

Sponsor Name Karla Moller ~~Mary Lowry~~

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College Budget Officer Toshua York

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List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?  
No

## Proposal Title

Effective Catalog Term Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Education in Educational Psychology in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

|  |   |
|--|---|
| Provide a brief description of what changes are being made to the program. | Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement. |
|--|---|

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside  
of the sponsoring  
department/interdisciplinary  
departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#)  
letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

#### Counseling Psychology Division

Counseling Psychology students will possess a broad knowledge of the core areas of psychology.

Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.

Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.

Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).

Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy

Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.

Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.

Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.

Counseling Psychology students will adopt a critical, scientific approach to professional activities.

#### Developmental Sciences Division

Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan. This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.

Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.

Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

#### Cognitive Science of Teaching and Learning (CSTL) Division

CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c)

multimodal information processing, and (d) sociocultural dimensions of learning. CSTL students will obtain a deep expertise in a relevant topic within or cutting across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.

CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches. Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods. QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.

QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.

QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.

QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program

Description and

Requirements

Attach Documents

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/PublicAdminRules2017.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.

Revised programs [22-09-10FoundationsRequirementProposal \(1\).docx](#)  
[side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for Programs of Study Catalog

### Course List

| Code  | Title  | Hours |
|---|--|-------|
| Psychological Foundations Courses in Educational Psychology                                   |  |       |
| Select one of the following:  |  | 4     |
| <a href="#">EPSY 400</a>  | Psychology of Learning in Education                        |       |
| <a href="#">EPSY 401</a>  | Child Language and Education                               |       |
| <a href="#">EPSY 402</a>  | Sociocultural Influence on Learning                        |       |
| <a href="#">EPSY 404</a>  | Adjustment in School Settings                              |       |
| <a href="#">EPSY 405</a>  | Personality and Soc Dev                                    |       |
| <a href="#">EPSY 406</a>  | Psychology of Classroom Management                         |       |
| <a href="#">EPSY 407</a>  | Adult Learning and Development                             |       |
| <a href="#">EPSY 408</a>  | Learning and Human Development with Educational Technology |       |
| <a href="#">EPSY 430</a>  | Early Adolescent Development                               |       |
| <a href="#">EPSY 485</a>  | Assessing Student Performance                              |       |
| <a href="#">EPSY 490</a>  | Developments in Educational Psychology                     |       |
| <a href="#">EPSY 553</a>  | Global Issues in Learning                                  |       |
| Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |  |       |
| Select one of the following:  |  | 4     |
| <a href="#">EPOL 401</a>  | History of American Education                              |       |
| <a href="#">EPOL 402</a>  | Asian American Education                                   |       |
| <a href="#">EPOL 403</a>  | Historical and Social Barriers                             |       |
| <a href="#">EPOL 405</a>  | School and Society   |       |
| <a href="#">EPOL 406</a>  | Professional Ethics in Education                           |       |
| <a href="#">EPOL 407</a>  | Critical Thinking in Education                             |       |
| <a href="#">EPOL 408</a>  | Aesthetic Education  |       |
| <a href="#">EPOL 409</a>  | Sociology of Education                                     |       |
| <a href="#">EPOL 410</a>  | Racial and Ethnic Families                                 |       |
| <a href="#">EPOL 412</a>  | Politics of Education                                      |       |
| <a href="#">EPOL 413</a>  | Economics of Education                                     |       |
| <a href="#">EPOL 480</a>  | Technology and Educational Reform                          |       |

| Code   | Title                                 | Hours |
|--|---------------------------------------|-------|
| <u>EPOL 552</u>  | <u>Foundation of Higher Education</u> |       |
| Elective Hours:  |                                       | 24    |
| 400/500-Level Hours Required: 12 hours (Independent Study included)  |                                       |       |
| 500-Level Hours Required in Education: 12 hours  |                                       |       |
| Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours. |                                       |       |
| Research/Project/Independent Study Hours (min/max applied toward degree):  |                                       | 0-8   |
| Total Hours  |                                       | 32    |

## Other Requirements

Grad Other Degree Requirements  
Requirement Description  
Minimum GPA3.0

Corresponding Degree EdM Master of Education

## Program Features

Academic Level Graduate

Does this major have transcribed concentrations? Yes ~~No~~

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

What is the typical time to completion of this program?  
2 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code 130603 - Educational Statistics and Research Methods.

Is This a Teacher Certification Program?  
No

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus and Online - 2 program types. Students can receive the entire program either on campus or online. Students can choose to take courses in either modality.

Describe the use of this delivery method:

This program is available on campus and online.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget  
Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

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

No

Attach letters of  
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control  
Number

EP.23.044

Attach  
Rollback/Approval  
Notices

This proposal            No  
requires HLC  
inquiry

## DMI Documentation

Attach Final  
Approval Notices

Banner/Codebook    EDM:Educational Psych -UIUC & EDMU:Educational Psych ONL -UIUC  
Name

Program Code:        10KS5865EDM & 1PKS5865EDMU

| Minor<br>Code | Conc<br>Code | Degree<br>Code | EDM | Major<br>Code |
|---------------|--------------|----------------|-----|---------------|
| 5865          |              |                |     |               |

Senate Approval  
Date

Senate  
Conference  
Approval Date

BOT Approval  
Date

IBHE Approval  
Date

HLC Approval  
Date

DOE Approval  
Date

Effective Date:

Attached  
Document  
Justification for  
this request

Program Reviewer    **Brooke Newell (bsnewell) (01/11/23 9:20 am):** Rollback: Please upload correct  
Comments            side by side for Program.

**Brooke Newell (bsnewell) (01/11/23 2:20 pm):** Rollback: Please attach a letter  
of support from the Department Head of the course you are adding. You can attach it  
in the third prompt in the Instructional Resources once you respond "Yes" to that  
question.

**Allison McKinney (agrindly) (02/23/23 9:46 am):** Administratively approved by



Course List  
Course List

| Code   | Title  | Hours     |  |
|--|--|-----------|--|
| <b>Psychological Foundations Courses in Educational Psychology</b>   |  |           |  |
| Select one of the following:   |  |           |  |
| EPSY 400   | Psychology of Learning in Education                        | 4         |  |
| EPSY 401   | Child Language and Education                               |           |  |
| EPSY 402   | Sociocultural Influence on Learning                        |           |  |
| EPSY 404   | Adjustment in School Settings                              |           |  |
| EPSY 405   | Personality and Soc Dev                                    |           |  |
| EPSY 406   | Psychology of Classroom Management                         |           |  |
| EPSY 407   | Adult Learning and Development                             |           |  |
| EPSY 408   | Learning and Human Development with Educational Technology |           |  |
| EPSY 430   | Early Adolescent Development                               |           |  |
| EPSY 485   | Assessing Student Performance                              |           |  |
| EPSY 490   | Developments in Educational Psychology                     |           |  |
| EPSY 553   | Global Issues in Learning                                  |           |  |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b>   |  |           |  |
| Select one of the following:   |  |           |  |
| EPOL 401   | History of American Education                              | 4         |  |
| EPOL 402   | Asian American Education                                   |           |  |
| EPOL 403   | Historical and Social Barriers                             |           |  |
| EPOL 405   | School and Society   |           |  |
| EPOL 406   | Professional Ethics in Education                           |           |  |
| EPOL 407   | Critical Thinking in Education                             |           |  |
| EPOL 408   | Aesthetic Education  |           |  |
| EPOL 409   | Sociology of Education                                     |           |  |
| EPOL 410   | Racial and Ethnic Families                                 |           |  |
| EPOL 412   | Politics of Education                                      |           |  |
| EPOL 413   | Economics of Education                                     |           |  |
| EPOL 480   | Technology and Educational Reform                          |           |  |
| Elective Hours: 24   |  |           |  |
| 400/500-Level Hours Required: 12 hours (Independent Study included)  |  |           |  |
| 500-Level Hours Required in Education: 12 hours  |  |           |  |
| Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours. |  |           |  |
| Research/Project/Independent Study Hours (min/max applied toward degree):  |  | 0-8       |  |
| <b>Total Hours</b>   |  | <b>32</b> |  |

Course List  
Course List

| Code   | Title  | Hours     |  |
|--|--|-----------|--|
| <b>Psychological Foundations Courses in Educational Psychology</b>   |  |           |  |
| Select one of the following:   |  |           |  |
| EPSY 400   | Psychology of Learning in Education                        | 4         |  |
| EPSY 401   | Child Language and Education                               |           |  |
| EPSY 402   | Sociocultural Influence on Learning                        |           |  |
| EPSY 404   | Adjustment in School Settings                              |           |  |
| EPSY 405   | Personality and Soc Dev                                    |           |  |
| EPSY 406   | Psychology of Classroom Management                         |           |  |
| EPSY 407   | Adult Learning and Development                             |           |  |
| EPSY 408   | Learning and Human Development with Educational Technology |           |  |
| EPSY 430   | Early Adolescent Development                               |           |  |
| EPSY 485   | Assessing Student Performance                              |           |  |
| EPSY 490   | Developments in Educational Psychology                     |           |  |
| EPSY 553   | Global Issues in Learning                                  |           |  |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b>   |  |           |  |
| Select one of the following:   |  |           |  |
| EPOL 401   | History of American Education                              | 4         |  |
| EPOL 402   | Asian American Education                                   |           |  |
| EPOL 403   | Historical and Social Barriers                             |           |  |
| EPOL 405   | School and Society   |           |  |
| EPOL 406   | Professional Ethics in Education                           |           |  |
| EPOL 407   | Critical Thinking in Education                             |           |  |
| EPOL 408   | Aesthetic Education  |           |  |
| EPOL 409   | Sociology of Education                                     |           |  |
| EPOL 410   | Racial and Ethnic Families                                 |           |  |
| EPOL 412   | Politics of Education                                      |           |  |
| EPOL 413   | Economics of Education                                     |           |  |
| EPOL 480   | Technology and Educational Reform                          |           |  |
| EPOL 552   | Foundation of Higher Education                             |           |  |
| Elective Hours: 24   |  |           |  |
| 400/500-Level Hours Required: 12 hours (Independent Study included)  |  |           |  |
| 500-Level Hours Required in Education: 12 hours  |  |           |  |
| Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours. |  |           |  |
| Research/Project/Independent Study Hours (min/max applied toward degree):  |  | 0-8       |  |
| <b>Total Hours</b>   |  | <b>32</b> |  |



**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

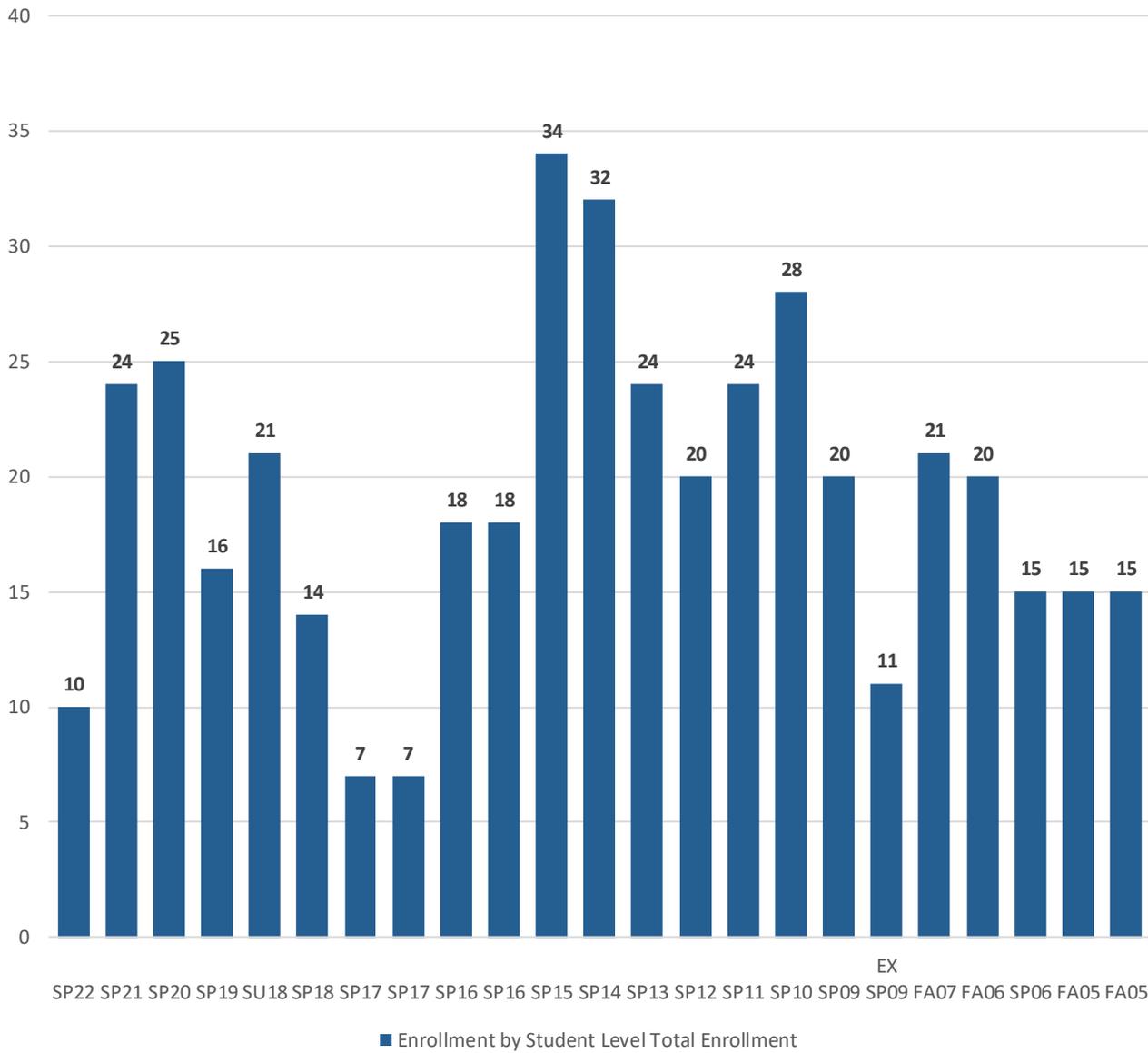
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|----------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollme | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10             | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24             | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25             | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16             | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21             | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14             | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7              | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7              | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18             | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18             | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0              | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34             | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32             | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24             | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20             | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24             | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28             | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20             | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11             | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21             | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20             | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15             | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15             | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15             | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13             | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13             | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15             | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13             | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2              | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22             | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1              | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12             | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26             | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1              | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21             | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1              | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15             | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18             | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1              | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1              | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16             | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15             | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3              | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14             | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11             | 20                   | 24     | 44    | 3.6           | 1                     | O          |

# EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



## Fuller, Lori A

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**Subject:** FW: Support for EPOL 552 as a foundation requirement option

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**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

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**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

# Program Change Request

Date Submitted: 01/11/23 3:25 pm

Viewing: **10KS5865MA : Educational Psychology, MA**

Last approved: 03/14/22 2:13 pm

Last edit: 02/24/23 9:55 am

Changes proposed by: Lori Fuller

[Educational Psychology, MA](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. **U Program Review**
2. **1616 Committee Chair**
3. **1616 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad\_College**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

## Approval Path

1. 01/12/23 7:58 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/12/23 8:02 am  
H Chad Lane  
(hclane):  
Approved for 1616  
Committee Chair
3. 01/12/23 10:23  
am  
Kiel Christianson  
(kiel): Approved  
for 1616 Head
4. 01/12/23 2:51 pm  
Liv Thorstensson  
Davila (livtd):  
Approved for KN  
Committee Chair

5. 02/17/23 11:37 am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:16 am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:47 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 4:04 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. May 10, 2019 by  
Kathy Stalter  
(kstalter)
2. Nov 1, 2019 by  
Deb Forgacs  
(dforgacs)
3. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
4. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)
5. Mar 14, 2022 by  
Mary Lowry  
(lowry)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

Official Program Name Educational Psychology, MA

Diploma Title

Sponsor College Education

Sponsor Department Educational Psychology

Sponsor Name Karla Moller ~~Mary Lowry~~

Sponsor Email kjmoller@illinois.edu ~~lowry@illinois.edu~~

College Contact Lori Fuller ~~Mary Lowry~~

College Contact Email

harvey1@illinois.edu ~~lowry@illinois.edu~~

College Budget Officer Toshua York

College Budget Officer Email tmyork@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?

No

## Proposal Title

Effective Catalog Term Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Arts in Educational Psychology in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

Provide a brief description of what changes are being made to the program.      Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside  
of the sponsoring  
department/interdisciplinary  
departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#)  
letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

#### Counseling Psychology Division

1. Counseling Psychology students will possess a broad knowledge of the core areas of psychology.
2. Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.
3. Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.
4. Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).
5. Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy
6. Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.
7. Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.
8. Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.
9. Counseling Psychology students will adopt a critical, scientific approach to professional activities.

#### Developmental Sciences Division

1. Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan. This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.
2. Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.
3. Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

#### Cognitive Science of Teaching and Learning (CSTL) Division

1. CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c) multimodal information processing, and (d) sociocultural dimensions of learning.
2. CSTL students will obtain a deep expertise in a relevant topic within or cutting

across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.

3. CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches.

Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

1. QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.

2. QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.

3. QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.

4. QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.

5. QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program

Description and

Requirements

Attach Documents

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/PublicAdminRules2017.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.

Revised programs [22-09-10FoundationsRequirementProposal \(1\).docx](#)  
[side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for Programs of Study Catalog

### Course List

| Code  | Title  | Hours |
|---|--|-------|
| Psychological Foundations Courses in Educational Psychology                                   |  |       |
| Select one of the following:  |  | 4     |
| <a href="#">EPSY 400</a>  | Psychology of Learning in Education                        |       |
| <a href="#">EPSY 401</a>  | Child Language and Education                               |       |
| <a href="#">EPSY 402</a>  | Sociocultural Influence on Learning                        |       |
| <a href="#">EPSY 404</a>  | Adjustment in School Settings                              |       |
| <a href="#">EPSY 405</a>  | Personality and Soc Dev                                    |       |
| <a href="#">EPSY 406</a>  | Psychology of Classroom Management                         |       |
| <a href="#">EPSY 407</a>  | Adult Learning and Development                             |       |
| <a href="#">EPSY 408</a>  | Learning and Human Development with Educational Technology |       |
| <a href="#">EPSY 430</a>  | Early Adolescent Development                               |       |
| <a href="#">EPSY 485</a>  | Assessing Student Performance                              |       |
| <a href="#">EPSY 490</a>  | Developments in Educational Psychology                     |       |
| <a href="#">EPSY 553</a>  | Global Issues in Learning                                  |       |
| Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |  |       |
| Select one of the following:  |  | 4     |
| <a href="#">EPOL 401</a>  | History of American Education                              |       |
| <a href="#">EPOL 402</a>  | Asian American Education                                   |       |
| <a href="#">EPOL 403</a>  | Historical and Social Barriers                             |       |
| <a href="#">EPOL 405</a>  | School and Society   |       |
| <a href="#">EPOL 406</a>  | Professional Ethics in Education                           |       |
| <a href="#">EPOL 407</a>  | Critical Thinking in Education                             |       |
| <a href="#">EPOL 408</a>  | Aesthetic Education  |       |
| <a href="#">EPOL 409</a>  | Sociology of Education                                     |       |
| <a href="#">EPOL 410</a>  | Racial and Ethnic Families                                 |       |
| <a href="#">EPOL 412</a>  | Politics of Education                                      |       |
| <a href="#">EPOL 413</a>  | Economics of Education                                     |       |
| <a href="#">EPOL 480</a>  | Technology and Educational Reform                          |       |
| <a href="#">EPOL 552</a>  | <a href="#">Foundation of Higher Education</a>             |       |

| Code   | Title   | Hours |
|--|---|-------|
| Elective Hours:  |   | 24    |
| 400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)   |   |       |
| 500-Level Hours Required in Education: 12 hours  |   |       |
| Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours. |   |       |
| Research/Project/Independent Study Hours (min/max applied toward degree):  |   | 0-8   |
| <a href="#">EPSY 599</a>   | Thesis Research (min/max applied toward degree) | 2-8   |
| Total Hours  |   | 32    |

## Other Requirements

Grad Other Degree Requirements

| Requirement             | Description |
|-------------------------|-------------|
| Human Subjects Approval |             |
| Minimum GPA             | 3.0         |

Corresponding Degree MA Master of Arts

## Program Features

Academic Level Graduate

Does this major have transcribed concentrations? [Yes](#) ~~No~~

Will you admit to the concentration directly? [No](#)

Is a concentration required for graduation? [No](#)

What is the typical time to completion of this program?  
2 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code 130603 - Educational Statistics and Research Methods.

Is This a Teacher Certification Program?  
No

Will specialized accreditation be sought for this program?

No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?  
Fall

## Budget

Are there budgetary implications for this revision?  
No

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

No

Additional Budget

Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number

EP.23.044

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name MA:Educational Psych - UIUC

Program Code: 10KS5865MA

| Minor Code | Conc Code | Degree Code | MA | Major Code |
|------------|-----------|-------------|----|------------|
| 5865       |           |             |    |            |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Brooke Newell (bsnewell) (01/11/23 9:20 am):** Rollback: Please upload correct side by side for Program.

**Brooke Newell (bsnewell) (01/11/23 2:20 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.

**Allison McKinney (agrindly) (02/23/23 9:47 am):** Administratively approved by the Graduate College.

OLD  
Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>   |  |           |
| Select one of the following: 4   |  |           |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b>   |  |           |
| Select one of the following: 4   |  |           |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>   | School and Society   |           |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |
| Elective Hours: 24   |  |           |
| 400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)   |  |           |
| 500-Level Hours Required in Education: 12 hours  |  |           |
| Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours. |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree): 0-8  |  |           |
| <a href="#">EPSY 599</a>   | Thesis Research (min/max applied toward degree)            | 8-Feb     |
| <b>Total Hours</b>   |  | <b>32</b> |

NEW  
Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>   |  |           |
| Select one of the following: 4   |  |           |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b>   |  |           |
| Select one of the following: 4   |  |           |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>   | School and Society   |           |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |
| <a href="#">EPOL 552</a>   | Foundation of Higher Education                             |           |
| Elective Hours: 24   |  |           |
| 400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)   |  |           |
| 500-Level Hours Required in Education: 12 hours  |  |           |
| Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours. |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree): 0-8  |  |           |
| <a href="#">EPSY 599</a>   | Thesis Research (min/max applied toward degree)            | 8-Feb     |
| <b>Total Hours</b>   |  | <b>32</b> |

## Fuller, Lori A

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**Subject:** FW: Support for EPOL 552 as a foundation requirement option

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**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

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**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

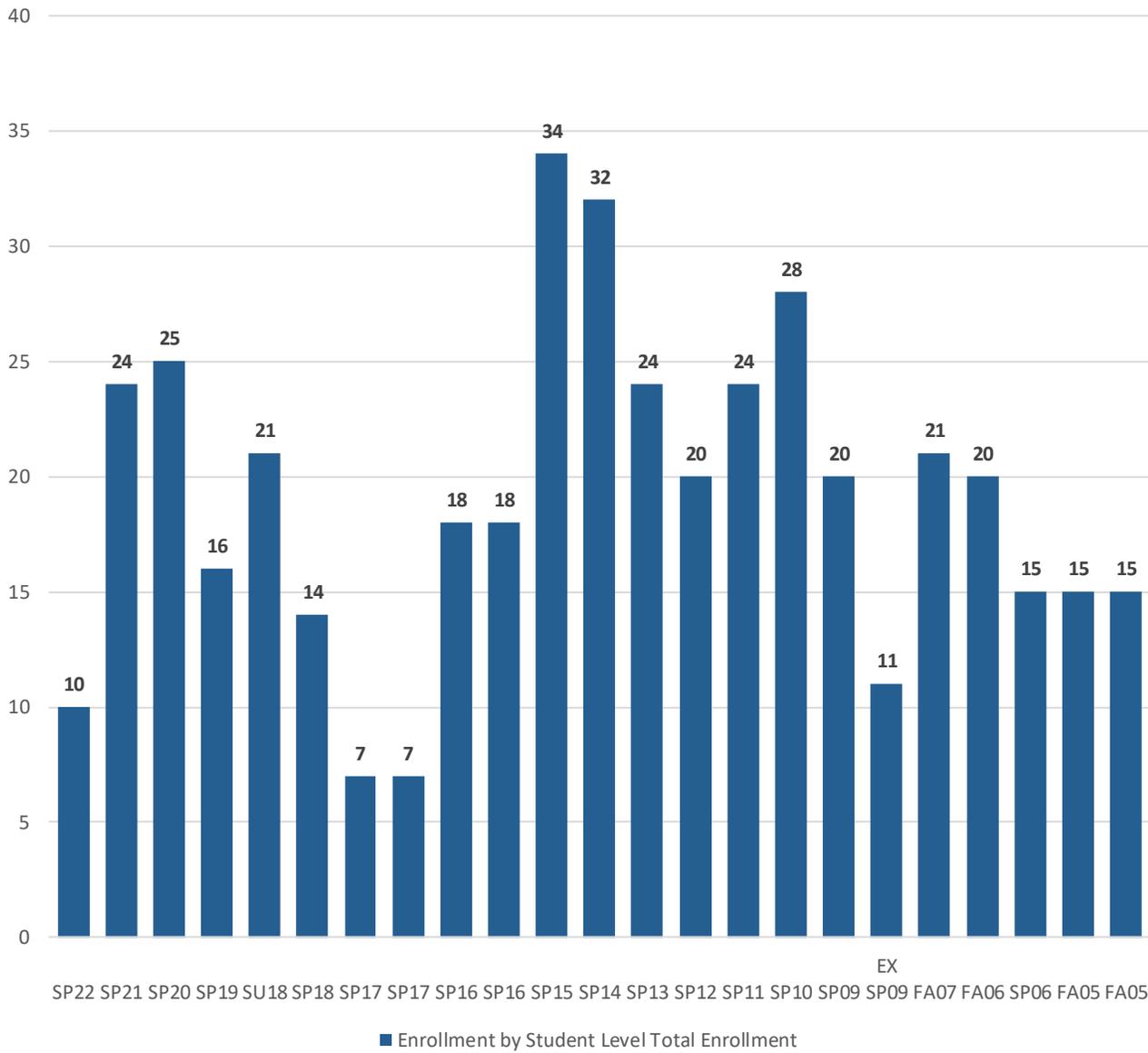
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|----------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollme | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10             | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24             | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25             | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16             | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21             | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14             | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7              | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7              | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18             | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18             | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0              | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34             | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32             | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24             | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20             | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24             | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28             | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20             | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11             | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21             | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20             | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15             | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15             | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15             | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13             | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13             | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15             | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13             | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2              | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22             | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1              | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12             | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26             | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1              | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21             | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1              | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15             | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18             | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1              | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1              | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16             | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15             | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3              | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14             | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11             | 20                   | 24     | 44    | 3.6           | 1                     | O          |

## EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



# Program Change Request

Date Submitted: 01/11/23 3:26 pm

Viewing: **10KS5865MS : Educational Psychology, MS**

Last approved: 03/14/22 2:15 pm

Last edit: 02/24/23 9:56 am

Changes proposed by: Lori Fuller

[Educational Psychology, MS](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. **U Program Review**
2. **1616 Committee Chair**
3. **1616 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad\_College**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

## Approval Path

1. 01/12/23 7:58 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/12/23 8:02 am  
H Chad Lane  
(hclane):  
Approved for 1616  
Committee Chair
3. 01/12/23 10:23  
am  
Kiel Christianson  
(kiel): Approved  
for 1616 Head
4. 01/12/23 2:51 pm  
Liv Thorstensson  
Davila (livtd):  
Approved for KN  
Committee Chair

5. 02/17/23 11:37 am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:16 am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:47 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 4:04 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. Apr 29, 2019 by  
Deb Forgacs  
(dforgacs)
2. May 10, 2019 by  
Kathy Stalter  
(kstalter)
3. Nov 1, 2019 by  
Deb Forgacs  
(dforgacs)
4. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
5. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)
6. Mar 14, 2022 by  
Mary Lowry  
(lowry)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

Official Program Name Educational Psychology, MS

Diploma Title

Sponsor College Education

Sponsor Department Educational Psychology

Sponsor Name [Karla Moller](#) ~~Mary Lowry~~

Sponsor Email [kjmoller@illinois.edu](mailto:kjmoller@illinois.edu) ~~lowry@illinois.edu~~

College Contact [Lori Fuller](#) ~~Mary Lowry~~

College Contact Email

[harvey1@illinois.edu](mailto:harvey1@illinois.edu) ~~lowry@illinois.edu~~

College Budget Officer [Toshua York](#)

College Budget Officer Email [tmyork@illinois.edu](mailto:tmyork@illinois.edu)

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?

No

## Proposal Title

Effective Catalog Term Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Science in Educational Psychology in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

Provide a brief description of what changes are being made to the program.      Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#) letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

#### Counseling Psychology Division

Counseling Psychology students will possess a broad knowledge of the core areas of psychology.

Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.

Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.

Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).

Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy

Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.

Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.

Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.

Counseling Psychology students will adopt a critical, scientific approach to professional activities.

#### Developmental Sciences Division

Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan. This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.

Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.

Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

#### Cognitive Science of Teaching and Learning (CSTL) Division

CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c)

multimodal information processing, and (d) sociocultural dimensions of learning. CSTL students will obtain a deep expertise in a relevant topic within or cutting across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.

CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches. Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods. QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.

QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.

QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.

QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program

Description and

Requirements

Attach Documents

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/PublicAdminRules2017.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.

Revised programs [22-09-10FoundationsRequirementProposal \(1\).docx](#)  
[side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

#### Catalog Page Text - Overview Tab

Description of program for 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.

Statement for Programs of Study Catalog

#### Course List

| Code                     | Title   | Hours |
|--------------------------|---|-------|
|                          | Psychological Foundations Courses In Educational Psychology                           |       |
|                          | Select one of the following:  | 4     |
| <a href="#">EPHY 400</a> | Psychology of Learning in Education   |       |
| <a href="#">EPHY 401</a> | Child Language and Education  |       |
| <a href="#">EPHY 402</a> | Sociocultural Influence on Learning   |       |
| <a href="#">EPHY 404</a> | Adjustment in School Settings   |       |
| <a href="#">EPHY 405</a> | Personality and Soc Dev   |       |
| <a href="#">EPHY 406</a> | Psychology of Classroom Management  |       |
| <a href="#">EPHY 407</a> | Adult Learning and Development  |       |
| <a href="#">EPHY 408</a> | Learning and Human Development with Educational Technology                            |       |
| <a href="#">EPHY 430</a> | Early Adolescent Development  |       |
| <a href="#">EPHY 485</a> | Assessing Student Performance   |       |
| <a href="#">EPHY 490</a> | Developments in Educational Psychology  |       |
| <a href="#">EPHY 553</a> | Global Issues in Learning   |       |
|                          | Philosophical and Social Foundations in Education Policy, Organization and Leadership |       |
|                          | Select one of the following:  | 4     |
| <a href="#">EPOL 401</a> | History of American Education   |       |
| <a href="#">EPOL 402</a> | Asian American Education  |       |
| <a href="#">EPOL 403</a> | Historical and Social Barriers  |       |
| <a href="#">EPOL 405</a> | School and Society  |       |
| <a href="#">EPOL 406</a> | Professional Ethics in Education  |       |
| <a href="#">EPOL 407</a> | Critical Thinking in Education  |       |
| <a href="#">EPOL 408</a> | Aesthetic Education   |       |
| <a href="#">EPOL 409</a> | Sociology of Education  |       |
| <a href="#">EPOL 410</a> | Racial and Ethnic Families  |       |
| <a href="#">EPOL 412</a> | Politics of Education   |       |
| <a href="#">EPOL 413</a> | Economics of Education  |       |
| <a href="#">EPOL 480</a> | Technology and Educational Reform   |       |

| Code   | Title   | Hours |
|--|---|-------|
| <a href="#">EPOL 552</a>   | <a href="#">Foundation of Higher Education</a>  |       |
| Elective Hours:  |   | 24    |
| 400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)   |   |       |
| 500-Level Hours Required in Education: 12 hours  |   |       |
| Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours. |   |       |
| Research/Project/Independent Study Hours (min/max applied toward degree):  |   | 0-8   |
| <a href="#">EPSY 599</a>   | Thesis Research (min/max applied toward degree) | 2-8   |
| Total Hours  |   | 32    |

## Other Requirements

Grad Other Degree Requirements

| Requirement             | Description |
|-------------------------|-------------|
| Human Subjects Approval |             |
| Minimum GPA             | 3.0         |

Corresponding Degree MS Master of Science

## Program Features

Academic Level Graduate

Does this major have transcripted concentrations? [Yes](#) ~~No~~

Will you admit to the concentration directly? [No](#)

Is a concentration required for graduation? [No](#)

What is the typical time to completion of this program?  
2 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code 130603 - Educational Statistics and Research Methods.

Is This a Teacher Certification Program?  
No

Will specialized accreditation be sought for this program?

No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget  
Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.](#)

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

No

Attach letters of  
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control  
Number

EP.23.044

Attach  
Rollback/Approval

Notices

This proposal requires HLC inquiry No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name MS:Educational Psych -UIUC

Program Code: 10KS5865MS

|            |      |           |             |    |            |
|------------|------|-----------|-------------|----|------------|
| Minor Code | 5865 | Conc Code | Degree Code | MS | Major Code |
|------------|------|-----------|-------------|----|------------|

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments

**Brooke Newell (bsnewell) (01/11/23 9:20 am):** Rollback: Please upload correct side by side for Program.

**Brooke Newell (bsnewell) (01/11/23 2:20 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.

**Allison McKinney (agrindly) (02/23/23 9:47 am):** Administratively approved by the Graduate College.

Course List

Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses In Educational Psychology</b>   |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations in Education Policy, Organization and Leadership</b>   |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>   | School and Society   |           |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |
| Elective Hours:  |  | 24        |
| 400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)   |  |           |
| 500-Level Hours Required in Education: 12 hours  |  |           |
| Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours. |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):  |  | 0-8       |
| <a href="#">EPSY 599</a>   | Thesis Research (min/max applied toward degree)            | 8-Feb     |
| <b>Total Hours</b>   |  | <b>32</b> |

Course List

Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses In Educational Psychology</b>   |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPSY 400</a>   | Psychology of Learning in Education                        |           |
| <a href="#">EPSY 401</a>   | Child Language and Education                               |           |
| <a href="#">EPSY 402</a>   | Sociocultural Influence on Learning                        |           |
| <a href="#">EPSY 404</a>   | Adjustment in School Settings                              |           |
| <a href="#">EPSY 405</a>   | Personality and Soc Dev                                    |           |
| <a href="#">EPSY 406</a>   | Psychology of Classroom Management                         |           |
| <a href="#">EPSY 407</a>   | Adult Learning and Development                             |           |
| <a href="#">EPSY 408</a>   | Learning and Human Development with Educational Technology |           |
| <a href="#">EPSY 430</a>   | Early Adolescent Development                               |           |
| <a href="#">EPSY 485</a>   | Assessing Student Performance                              |           |
| <a href="#">EPSY 490</a>   | Developments in Educational Psychology                     |           |
| <a href="#">EPSY 553</a>   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations in Education Policy, Organization and Leadership</b>   |  |           |
| Select one of the following:   |  | 4         |
| <a href="#">EPOL 401</a>   | History of American Education                              |           |
| <a href="#">EPOL 402</a>   | Asian American Education                                   |           |
| <a href="#">EPOL 403</a>   | Historical and Social Barriers                             |           |
| <a href="#">EPOL 405</a>   | School and Society   |           |
| <a href="#">EPOL 406</a>   | Professional Ethics in Education                           |           |
| <a href="#">EPOL 407</a>   | Critical Thinking in Education                             |           |
| <a href="#">EPOL 408</a>   | Aesthetic Education  |           |
| <a href="#">EPOL 409</a>   | Sociology of Education                                     |           |
| <a href="#">EPOL 410</a>   | Racial and Ethnic Families                                 |           |
| <a href="#">EPOL 412</a>   | Politics of Education                                      |           |
| <a href="#">EPOL 413</a>   | Economics of Education                                     |           |
| <a href="#">EPOL 480</a>   | Technology and Educational Reform                          |           |
| <a href="#">EPOL 552</a>   | Foundation of Higher Education                             |           |
| Elective Hours:  |  | 24        |
| 400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)   |  |           |
| 500-Level Hours Required in Education: 12 hours  |  |           |
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| Research/Project/Independent Study Hours (min/max applied toward degree):  |  | 0-8       |
| <a href="#">EPSY 599</a>   | Thesis Research (min/max applied toward degree)            | 8-Feb     |
| <b>Total Hours</b>   |  | <b>32</b> |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

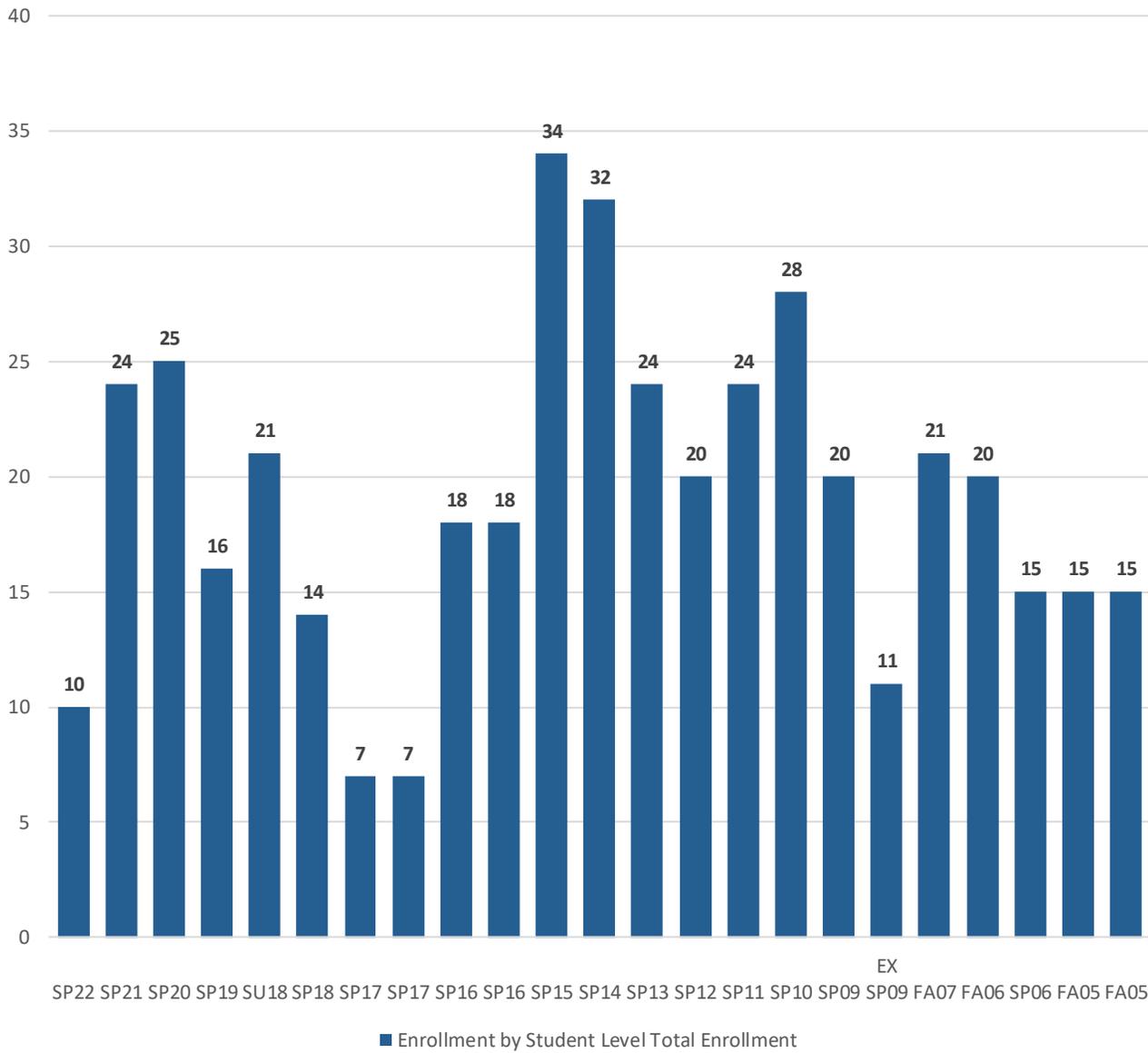
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|----------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollme | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10             | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24             | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25             | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16             | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21             | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14             | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7              | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7              | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18             | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18             | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0              | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34             | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32             | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24             | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20             | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24             | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28             | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20             | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11             | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21             | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20             | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15             | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15             | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15             | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13             | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13             | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15             | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13             | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2              | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22             | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1              | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12             | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26             | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1              | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21             | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1              | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15             | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18             | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1              | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1              | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16             | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15             | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3              | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14             | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11             | 20                   | 24     | 44    | 3.6           | 1                     | O          |

# EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



## Fuller, Lori A

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**Subject:** FW: Support for EPOL 552 as a foundation requirement option

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**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

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**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
Rooms 142 & 317, College of Education, MC 708  
1310 South Sixth Street  
Champaign, IL, 61820  
217-265-4039  
[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)

Date Submitted: 01/11/23 3:28 pm

Viewing: **10KS8527EDM : Secondary Education, EDM**

Last approved: 09/29/21 2:51 pm

Last edit: 02/24/23 9:56 am

Changes proposed by: Lori Fuller

[Secondary Education, EdM](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. U Program Review
2. 1613 Committee Chair
3. 1613 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad\_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

## Approval Path

1. 01/12/23 7:58 am  
Emily Stuby  
(eastuby):  
Approved for U  
Program Review
2. 01/28/23 11:35 am  
Emma Mercier  
(mercier):  
Approved for 1613  
Committee Chair
3. 01/29/23 8:42 am  
Sarah McCarthey  
(mccarthe):  
Approved for 1613  
Head
4. 01/30/23 9:08 am  
Liv Thorstenson  
Davila (livtd):

- Approved for KN  
Committee Chair
5. 02/17/23 11:37  
am  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
6. 02/19/23 11:16  
am  
Chris Prom  
(prom): Approved  
for University  
Librarian
7. 02/23/23 9:47 am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
8. 02/23/23 10:14  
am  
Brenda Clevenger  
(bmclvngr):  
Approved for  
COTE Programs
9. 02/23/23 4:04 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

1. Apr 6, 2019 by  
Deb Forgacs  
(dforgacs)
2. Jun 28, 2019 by  
Kathy Stalter  
(kstalter)
3. Jan 17, 2020 by  
Kathy Stalter  
(kstalter)
4. Jun 5, 2020 by  
Kathy Stalter  
(kstalter)
5. Sep 29, 2021 by  
Kathy Stalter  
(kstalter)

Major (ex. Special Education)

This proposal is  
for a:  
Revision

## Administration Details

Official Program Name      Secondary Education, EDM

Diploma Title

Sponsor College      Education

Sponsor Department      Curriculum and Instruction

Sponsor Name      [Karla Moller](#) ~~Christopher Span~~

Sponsor Email      [kjmoller@illinois.edu](mailto:kjmoller@illinois.edu) ~~espan@illinois.edu~~

College Contact      [Lori Fuller](#) ~~Kathy Stalter~~

College Contact  
Email

[harvey1@illinois.edu](mailto:harvey1@illinois.edu) ~~kstalter@illinois.edu~~

College Budget Officer      [Toshua York](#)

College Budget Officer Email      [tmyork@illinois.edu](mailto:tmyork@illinois.edu)

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?  
No

## Proposal Title

Effective Catalog Term      Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Education in Secondary Education in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Curriculum & Instruction, CAS, key 196  
Curriculum & Instruction, EdM, key 201  
Curriculum & Instruction, MA, key 200  
Curriculum & Instruction, MS, key 203  
Early Childhood Education, EdM 202  
Education Policy, Organization & Leadership, CAS, key 207  
Education Policy, Organization & Leadership, EdM, key 211  
Education Policy, Organization & Leadership, MA, key 210  
Educational Psychology, EdM, key 216  
Educational Psychology, MA, key 215  
Educational Psychology, MS, key 217  
Elementary Education, EdM, key 199  
Secondary Education, EdM, key 206  
Special Education, EdM, key 220  
Special Education, MS, key 221

## Program Justification

Provide a brief description of what changes are being made to the program.      Revise College's Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership. Requesting to have EPOL 552: Foundations of Higher Education be counted as a college-wide foundations class that would fulfill the social foundations requirement.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

No

Why are these changes necessary?

History and Rationale:

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

## 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 outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

[EPOL 552 - Foundation of Higher Education](#)

Please attach any [Letter of Support.pdf](#) letters of

support/acknowledgement  
for any  
Instructional  
Resources  
consider faculty,  
students, and/or  
other impacted  
units as  
appropriate.

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

Students will acquire deep knowledge of content in the field of education.

Students will effectively plan and implement relevant, culturally responsive, and developmentally appropriate instruction for high school students, grades 9-12.

Students will use data to drive decisions and solve problems in and out of the classroom.

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).

Students will display a deep understanding of educational philosophy and reflective practice. ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program  
Description and  
Requirements  
Attach Documents

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/PublicAdminRules2017.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.

Revised programs [22-09-10FoundationsRequirementProposal \(1\).docx](#)  
[side by side to add EPOL 552.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

## Catalog Page Text - Overview Tab

Description of program for 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.

Statement for  
Programs of  
Study Catalog

Course List

| Code                     | Title   | Hours |
|--------------------------|---|-------|
|                          | Psychological Foundations Courses in Educational Psychology                                   |       |
|                          | Select one of the following:  | 4     |
| <a href="#">EPSY 400</a> | Psychology of Learning in Education   |       |
| <a href="#">EPSY 401</a> | Child Language and Education  |       |
| <a href="#">EPSY 402</a> | Sociocultural Influence on Learning   |       |
| <a href="#">EPSY 404</a> | Adjustment in School Settings   |       |
| <a href="#">EPSY 405</a> | Personality and Soc Dev   |       |
| <a href="#">EPSY 406</a> | Psychology of Classroom Management  |       |
| <a href="#">EPSY 407</a> | Adult Learning and Development  |       |
| <a href="#">EPSY 408</a> | Learning and Human Development with Educational Technology                                    |       |
| <a href="#">EPSY 430</a> | Early Adolescent Development  |       |
| <a href="#">EPSY 485</a> | Assessing Student Performance   |       |
| <a href="#">EPSY 490</a> | Developments in Educational Psychology  |       |
| <a href="#">EPSY 553</a> | Global Issues in Learning   |       |
|                          | Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership |       |
|                          | Select one of the following:  | 4     |
| <a href="#">EPOL 401</a> | History of American Education   |       |
| <a href="#">EPOL 402</a> | Asian American Education  |       |
| <a href="#">EPOL 403</a> | Historical and Social Barriers  |       |
| <a href="#">EPOL 405</a> | School and Society  |       |
| <a href="#">EPOL 406</a> | Professional Ethics in Education  |       |
| <a href="#">EPOL 407</a> | Critical Thinking in Education  |       |
| <a href="#">EPOL 408</a> | Aesthetic Education   |       |
| <a href="#">EPOL 409</a> | Sociology of Education  |       |
| <a href="#">EPOL 410</a> | Racial and Ethnic Families  |       |
| <a href="#">EPOL 412</a> | Politics of Education   |       |
| <a href="#">EPOL 413</a> | Economics of Education  |       |

| Code  | Title  | Hours |
|---|--|-------|
| <a href="#">EPOL 480</a>  | Technology and Educational Reform              |       |
| <a href="#">EPOL 552</a>  | <a href="#">Foundation of Higher Education</a> |       |
| Elective Hours:   |  | 24    |
| 400/500-Level Hours Required: 12 hours (Independent Study included)       |  |       |
| 500-Level Hours Required in Education: 12 hours                           |  |       |
| Research/Project/Independent Study Hours (min/max applied toward degree): |  | 0-8   |
| Total Hours   |  | 32    |

## Other Requirements:

### Grad Other Degree Requirements

| Requirement                 | Description   |
|-----------------------------|---|
| Field Placement Information | <a href="http://education.illinois.edu/sce">http://education.illinois.edu/sce</a> |
| Choose a Concentration      | English, Mathematics, Science, Social Science: History                            |
| Minimum GPA                 | 3.0   |

Corresponding Degree: EdM Master of Education

## Program Features

Academic Level: Graduate

Does this major have transcribed concentrations? [Yes](#) ~~No~~

Will you admit to the concentration directly? [No](#)

Is a concentration required for graduation? [No](#)

What is the typical time to completion of this program?  
3 years

What are the minimum Total Credit Hours required for this program?  
32

What is the required GPA? 3.0

CIP Code: 131205 - Secondary Education and Teaching.

Is This a Teacher Certification Program?  
Yes

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

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.

## Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

No Change in enrollment. Will allow for more Philosophical and Social Foundations coursework options for College of Education master students.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

## Budget

Are there budgetary implications for this revision? No

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

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

[This course is expected to be offered each spring semester as normal teaching load within the EPOL Department](#)

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No changes as this course is already offered. We are just seeking College of Education approval to count this as a Philosophical and Social Foundations course.

## 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.

Library collections, resources and services are sufficient to support this program.

## EP Documentation

EP Control Number

EP.23.044

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name EDM: Secondary Educ -UIUC

Program Code: 10KS8527EDM

| Minor Code | Conc Code | Degree Code | EDM | Major Code |
|------------|-----------|-------------|-----|------------|
| 8527       |           |             |     |            |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments **Brooke Newell (bsnewell) (01/11/23 9:20 am):** Rollback: Please upload correct side by side for Program.

**Brooke Newell (bsnewell) (01/11/23 2:21 pm):** Rollback: Please attach a letter of support from the Department Head of the course you are adding. You can attach it in the third prompt in the Instructional Resources once you respond "Yes" to that question.

**Allison McKinney (agrindly) (02/23/23 9:47 am):** Administratively approved by the Graduate College.

Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| Select one of the following:   |  |           |
| EPSY 400   | Psychology of Learning in Education                        | 4         |
| EPSY 401   | Child Language and Education                               |           |
| EPSY 402   | Sociocultural Influence on Learning                        |           |
| EPSY 404   | Adjustment in School Settings                              |           |
| EPSY 405   | Personality and Soc Dev                                    |           |
| EPSY 406   | Psychology of Classroom Management                         |           |
| EPSY 407   | Adult Learning and Development                             |           |
| EPSY 408   | Learning and Human Development with Educational Technology |           |
| EPSY 430   | Early Adolescent Development                               |           |
| EPSY 485   | Assessing Student Performance                              |           |
| EPSY 490   | Developments in Educational Psychology                     |           |
| EPSY 553   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| Select one of the following:   |  |           |
| EPOL 401   | History of American Education                              | 4         |
| EPOL 402   | Asian American Education                                   |           |
| EPOL 403   | Historical and Social Barriers                             |           |
| EPOL 405   | School and Society   |           |
| EPOL 406   | Professional Ethics in Education                           |           |
| EPOL 407   | Critical Thinking in Education                             |           |
| EPOL 408   | Aesthetic Education  |           |
| EPOL 409   | Sociology of Education                                     |           |
| EPOL 410   | Racial and Ethnic Families                                 |           |
| EPOL 412   | Politics of Education                                      |           |
| EPOL 413   | Economics of Education                                     |           |
| EPOL 480   | Technology and Educational Reform                          |           |
| Elective Hours:  |  |           |
| 400/500-Level Hours Required: 12 hours (Independent Study included)                                  |  |           |
| 500-Level Hours Required in Education:12 hours   |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  |           |
| 0-8  |  |           |
| <b>Total Hours</b>   |  | <b>32</b> |

Course List  
Course List

| Code   | Title  | Hours     |
|--|--|-----------|
| <b>Psychological Foundations Courses in Educational Psychology</b>                                   |  |           |
| Select one of the following:   |  |           |
| EPSY 400   | Psychology of Learning in Education                        | 4         |
| EPSY 401   | Child Language and Education                               |           |
| EPSY 402   | Sociocultural Influence on Learning                        |           |
| EPSY 404   | Adjustment in School Settings                              |           |
| EPSY 405   | Personality and Soc Dev                                    |           |
| EPSY 406   | Psychology of Classroom Management                         |           |
| EPSY 407   | Adult Learning and Development                             |           |
| EPSY 408   | Learning and Human Development with Educational Technology |           |
| EPSY 430   | Early Adolescent Development                               |           |
| EPSY 485   | Assessing Student Performance                              |           |
| EPSY 490   | Developments in Educational Psychology                     |           |
| EPSY 553   | Global Issues in Learning                                  |           |
| <b>Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership</b> |  |           |
| Select one of the following:   |  |           |
| EPOL 401   | History of American Education                              | 4         |
| EPOL 402   | Asian American Education                                   |           |
| EPOL 403   | Historical and Social Barriers                             |           |
| EPOL 405   | School and Society   |           |
| EPOL 406   | Professional Ethics in Education                           |           |
| EPOL 407   | Critical Thinking in Education                             |           |
| EPOL 408   | Aesthetic Education  |           |
| EPOL 409   | Sociology of Education                                     |           |
| EPOL 410   | Racial and Ethnic Families                                 |           |
| EPOL 412   | Politics of Education                                      |           |
| EPOL 413   | Economics of Education                                     |           |
| EPOL 480   | Technology and Educational Reform                          |           |
| EPOL 552   | Foundation of Higher Education                             |           |
| Elective Hours:  |  |           |
| 400/500-Level Hours Required: 12 hours (Independent Study included)                                  |  |           |
| 500-Level Hours Required in Education:12 hours   |  |           |
| Research/Project/Independent Study Hours (min/max applied toward degree):                            |  |           |
| 0-8  |  |           |
| <b>Total Hours</b>   |  | <b>32</b> |

**Proposal to the College of Education Academic Programs Committee  
September 2022**

*Intent of the proposal:*

To have EPOL 552: Foundations of Higher Education be counted as a College-wide foundations class that would fulfill the social foundations requirement.

*Relevant support for this proposal:*

1. This proposal is supported by the faculty member currently teaching EPOL 552, Dr. Theo Moton.
2. This proposal was passed unanimously by the Higher Education Program Faculty in Spring 2022. It is supported by Dr. Jennifer Delaney, Dr. Denice Hood, Dr. Malaika McKee, and Dr. Lorenzo Baber.
3. This proposal was passed unanimously by the Graduate Programs Committee for the EPOL department in Spring 2022.

*History and Rationale:*

EPOL 552 is a course rooted in the history of higher education. Since 2005, this course has been taught by faculty trained as historians including Dr. Jim Anderson, Dr. Tim Cain, Dr. Victor Perez, Dr. Theo Moton, and Dr. Yoon Pak. Other past instructors who were equally well-qualified in the field of higher education include Dr. Lorenzo Baber and Dr. Natasha Jankowski. Because the course is rooted in one of the foundational areas identified by the College of Education and is regularly taught by trained historians, there is a clear fit between this course and the foundations requirements in the College.

Currently there are no courses that meet the foundations requirement that are focused at the postsecondary level. This is problematic for students in the higher education program to not have the opportunity for foundational training through coursework related to their field. As interest in higher education studies in the College has grown, there is increased demand for courses that relate to postsecondary studies both inside the higher education program and in programs across the College, especially in the International Education Administration & Leadership (GSE: IEAL) program. The IEAL program trains education leaders and many their students either work or seek to work in postsecondary settings.

Historically the Education Policy Studies department offered courses for the social foundations requirement in the College. However, with the merger between the EPS, EOL, and HRD departments to create EPOL, there is the opportunity to expand course offerings grounded in foundational disciplines beyond courses that were historically offered in EPS. The unanimous vote from the GPC in the EPOL department reflects the evolution of EPOL the curriculum to reflect a single merged department.

*Course Enrollment Patterns:*

This four credit-hour course has been historically offered every Spring semester and instructors, while rooted in the higher education program, have come from the history concentration, the diversity and equity program, and the higher education program. Primarily designed for higher education program students, with permission of the instructor the course is currently open to all

EPOL students, all students in the College, and across the university. The course listing in Course Explorer lists the following enrollment restrictions:

“Restricted to Graduate - Urbana-Champaign. Not intended for EDM: Curr & Inst Online - UIUC, NDEG: Curr & Inst OnLine -UIUC, EDD:Ed Pol Org &Ldshp Onl-UIUC, EDD: Ed Pol Org & Ldrshp -UIUC, CAS: Ed Pol Org & Ldrshp -UIUC, EDM:Ed Pol Org&Ldrshp Onl-UIUC, EDM: Ed Pol Org & Ldrshp -UIUC, NDEG:Ed Pol Org&LdrshpOnl-UIUC, or EDM:Ed Pol Org&Ldrshp Onl-UIUC.”

If there is enrollment demand, we are open to removing enrollment restrictions for the course. We would also be happy to expand enrollment and number of times per year that the course is offered if that is supported budgetarily.

To illustrate the consistency of enrollment in this course, Table 1 presents enrollment and instructor data for each offering of this course from 1989-2022 as recorded in Banner. Figure 1 presents a bar chart of enrollment data from 2005-2022. Please note that some terms had multiple sections, instructors, or modalities for the course, so those enrollment numbers should be combined to reflect the overall course enrollment.

*Sample syllabus:*

A sample syllabus from Spring 2022 is attached.

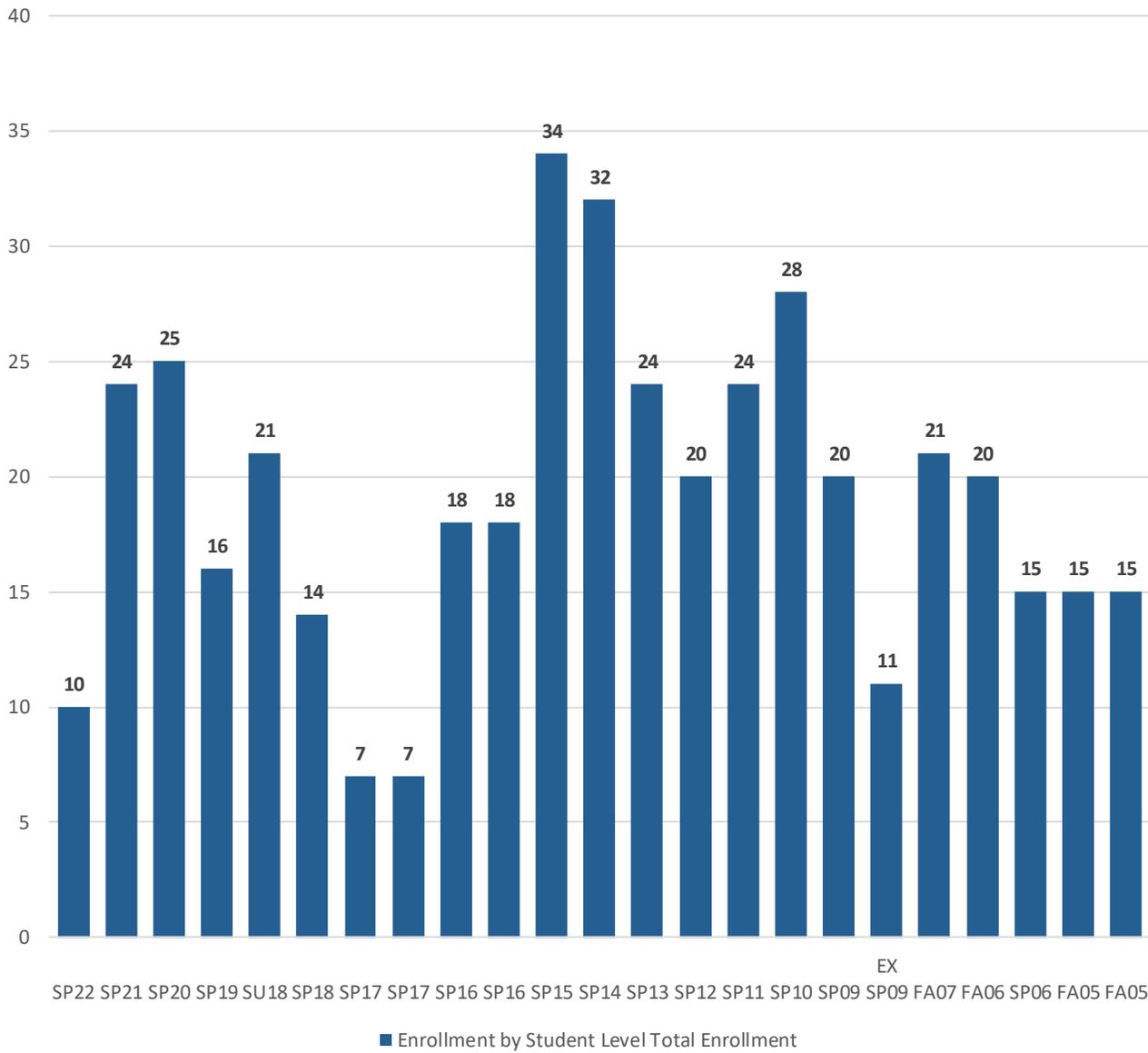
*Questions:*

Please direct questions to Jennifer Delaney [delaneyj@illinois.edu](mailto:delaneyj@illinois.edu)

Table 1: EPOL 552 Enrollment and Instructor Data by Term, 1989-2022

| Term    | Course     | Section Type | Section | Instructor (link to instructor history) | Enrollment by Student Level |        |                | IUs by student level |        |       | Contact hours | Number of instructors | Instr Type |
|---------|------------|--------------|---------|---|-----------------------------|--------|----------------|----------------------|--------|-------|---------------|-----------------------|------------|
|         | Rubric Num |              |         |   | Grad 1                      | Grad 2 | Total Enrollme | Grad 1               | Grad 2 | Total |               |                       |            |
| SP22    | EPOL 552   | ONL          | A       | <a href="#">Moton Th</a>                | 3                           | 7      | 10             | 12                   | 28     | 40    | 3             | 1                     | G          |
| SP21    | EOL 571    | ONL          | A       | <a href="#">Pak Yoon</a>                | 14                          | 10     | 24             | 56                   | 40     | 96    | 0             | 1                     | F          |
| SP20    | EOL 571    | LCD          | A       | <a href="#">Jankowsk</a>                | 17                          | 8      | 25             | 68                   | 32     | 100   | 3             | 1                     | O          |
| SP19    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 8                           | 8      | 16             | 32                   | 32     | 64    | 3             | 1                     | O          |
| SU18    | EOL 571    | ONL          | A       | <a href="#">Perez Vi</a>                | 13                          | 8      | 21             | 52                   | 32     | 84    | 1             | 1                     | O          |
| SP18    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 12                          | 2      | 14             | 48                   | 8      | 56    | 3             | 1                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 4                           | 3      | 7              | 16                   | 12     | 28    | 1             | 2                     | O          |
| SP17    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 4                           | 3      | 7              | 16                   | 12     | 28    | 1             | 2                     | F          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Perez Vi</a>                | 11                          | 7      | 18             | 44                   | 28     | 72    | 1             | 2                     | O          |
| SP16    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 11                          | 7      | 18             | 44                   | 28     | 72    | 1             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Anderson</a>                | 0                           | 0      | 0              | 0                    | 0      | 0     | 0             | 2                     | F          |
| SP15    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 22                          | 12     | 34             | 88                   | 48     | 136   | 3             | 2                     | F          |
| SP14    | EOL 571    | LCD          | A       | <a href="#">Baber Lo</a>                | 16                          | 16     | 32             | 64                   | 64     | 128   | 3             | 1                     | F          |
| SP13    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 7      | 24             | 68                   | 28     | 96    | 3             | 1                     | F          |
| SP12    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 14                          | 6      | 20             | 56                   | 24     | 80    | 3             | 1                     | F          |
| SP11    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 5      | 24             | 76                   | 20     | 96    | 3             | 1                     | F          |
| SP10    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 21                          | 7      | 28             | 84                   | 28     | 112   | 3             | 1                     | F          |
| SP09    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 3      | 20             | 68                   | 12     | 80    | 3             | 1                     | F          |
| EX SP09 | EOL 571    | LCD          | OB      | <a href="#">Cain Tim</a>                | 1                           | 10     | 11             | 4                    | 40     | 44    | 12            | 1                     | F          |
| FA07    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 17                          | 4      | 21             | 68                   | 16     | 84    | 3             | 1                     | F          |
| FA06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 19                          | 1      | 20             | 76                   | 4      | 80    | 3             | 1                     | F          |
| SP06    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 3                           | 12     | 15             | 12                   | 48     | 60    | 9             | 1                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Cain Tim</a>                | 9.5                         | 5.5    | 15             | 38                   | 22     | 60    | 1             | 2                     | F          |
| FA05    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 9.5                         | 5.5    | 15             | 38                   | 22     | 60    | 1             | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Levy Sta</a>                | 8                           | 5      | 13             | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| FA04    | EOL 571    | LCD          | A       | <a href="#">Richie D</a>                | 8                           | 5      | 13             | 32                   | 20     | 52    | 1.7           | 2                     | V          |
| SP04    | EOL 479    | LECD         | A1      | <a href="#">BASTEDO</a>                 | 10                          | 5      | 15             | 40                   | 20     | 60    | 3.4           | 1                     | F          |
| SP04    | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 0                           | 13     | 13             | 0                    | 52     | 52    | 3.4           | 1                     | F          |
| EX SP04 | EOL 479    | LECD         | A2      | <a href="#">BASTEDO</a>                 | 2                           | 0      | 2              | 8                    | 0      | 8     | 9.2           | 1                     | F          |
| SP03    | EOL 479    | LECD         | A       | <a href="#">BASTEDO</a>                 | 11                          | 10     | 22             | 44                   | 40     | 88    | 3.4           | 1                     | V          |
| EX SP03 | EOL 479    | LECD         | CC      | <a href="#">BASTEDO</a>                 | 1                           | 0      | 1              | 4                    | 0      | 4     | 3.4           | 1                     | V          |
| SP02    | EOL 479    | LECD         | A       | <a href="#">LAYZELL</a>                 | 10                          | 2      | 12             | 40                   | 8      | 48    | 3.4           | 1                     | V          |
| SP01    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 16                          | 10     | 26             | 64                   | 40     | 104   | 3.4           | 1                     | F          |
| EX SP01 | EOL 479    | LECD         | 315     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1              | 4                    | 0      | 4     | 1             | 1                     | O          |
| SP00    | EOL 479    | LECD         | A       | <a href="#">BROWN II</a>                | 9                           | 10     | 21             | 36                   | 40     | 84    | 3.4           | 1                     | F          |
| EX SP00 | EOL 479    | LECD         | 209     | <a href="#">BROWN CH</a>                | 1                           | 0      | 1              | 4                    | 0      | 4     | 3.4           | 1                     | O          |
| FA97    | EOL 479    | LECD         | A       | <a href="#">MANN LAW</a>                | 8                           | 7      | 15             | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| FA95    | EOL 479    | LECD         | A       | <a href="#">MANN</a>                    | 13                          | 5      | 18             | 52                   | 20     | 72    | 3.4           | 1                     | O          |
| EX FA95 | EOL 479    |              | 154     | <a href="#">MANN</a>                    | 1                           | 0      | 1              | 4                    | 0      | 4     | 3             | 1                     | O          |
| FA94    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 0                           | 1      | 1              | 0                    | 4      | 4     | 0             | 1                     | O          |
| SP94    | EOL 479    | LECD         |         | <a href="#">MANN</a>                    | 13                          | 2      | 16             | 52                   | 8      | 64    | 3.4           | 1                     | O          |
| SP92    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 8                           | 7      | 15             | 32                   | 28     | 60    | 3.4           | 1                     | O          |
| SP91    | EOL 479    | LECD         |         | <a href="#">DROPPED</a>                 | 2                           | 1      | 3              | 8                    | 4      | 12    | 0             | 1                     | O          |
| SP90    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 7                           | 7      | 14             | 28                   | 28     | 56    | 3.4           | 1                     | O          |
| SP89    | EOL 479    | LECD         |         | <a href="#">WILSON</a>                  | 5                           | 6      | 11             | 20                   | 24     | 44    | 3.6           | 1                     | O          |

# EPOL 552 Foundations of Higher Education Total Enrollment by Term, 2005-2022



## Fuller, Lori A

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**Subject:** FW: Support for EPOL 552 as a foundation requirement option

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**From:** Pak, Yoon <yoopak@illinois.edu>  
**Sent:** Wednesday, January 11, 2023 3:17 PM  
**To:** Moller, Karla Jean <kjmoller@illinois.edu>  
**Cc:** Davila, Liv T. <livtd@illinois.edu>; Fuller, Lori A <harvey1@illinois.edu>  
**Subject:** Re: Support for EPOL 552 as a foundation requirement option

If my email response serves as a department letter of support:  
Yes, I fully support EPOL 552 as an option to fulfill the foundations requirements for those programs outside of EPOL.  
Thank you,  
Yoon



**Yoon Pak | Professor and Head**  
Education Policy, Organization and Leadership  
College of Education | University of Illinois  
Core Faculty, Asian American Studies  
1310 S. Sixth Street | Champaign, IL 61820  
[yoopak@illinois.edu](mailto:yoopak@illinois.edu)

**Virtual Office Hours:**  
Mondays, 11:00am-1:00pm CT  
[calendly.com/yoopakofficehours](https://calendly.com/yoopakofficehours)  
(and by appointment)

Learn about [TEACH](#) Online Professional Development  
The Teaching of Equitable Asian American Community History

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**From:** Moller, Karla Jean <[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)>  
**Date:** Wednesday, January 11, 2023 at 3:14 PM  
**To:** Pak, Yoon <[yoopak@illinois.edu](mailto:yoopak@illinois.edu)>  
**Cc:** Davila, Liv T. <[livtd@illinois.edu](mailto:livtd@illinois.edu)>, Fuller, Lori A <[harvey1@illinois.edu](mailto:harvey1@illinois.edu)>  
**Subject:** Support for EPOL 552 as a foundation requirement option

Dear Yoon,

We learned that we need a departmental letter of support to add EPOL 552 to the choices for completion of the foundations requirements for those programs that are outside of EPOL.

With your positive response, we can get the programs updated.

So, do you support the addition of EPOL 552, *Foundation of Higher Education*, as an optional course to be listed in the subsection, Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership, for the following programs?

Curriculum & Instruction, CAS  
Curriculum & Instruction, EdM  
Curriculum & Instruction, MA  
Curriculum & Instruction, MS  
Early Childhood Education, EdM  
Educational Psychology, MA  
Educational Psychology, MS  
Educational Psychology, EdM  
Elementary Education, EdM  
Secondary Education, EdM  
Special Education, EdM  
Special Education, MS

Thank you!

Sincerely,

Karla and Liv, on behalf of APC

Karla J. Möller, Ph.D.  
(Pronouns: she, her, hers)  
Associate Dean for Graduate Programs, College of Education  
Associate Professor, Department of Curriculum and Instruction  
University of Illinois at Urbana Champaign  
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[kjmoller@illinois.edu](mailto:kjmoller@illinois.edu)