

Date Submitted: 04/12/23 3:04 pm

Viewing: **5097 : Educational**

Administration & Leadership =
Floating (on campus, off campus,
online) Concentration—EPOL

Last approved: 09/19/19 8:58 am

Last edit: 08/23/23 8:44 am

Changes proposed by: Laura Ketchum

Catalog Pages [Educational Administration & Leadership Concentration](#)
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. 04/13/23 3:24 pm
Deb Forgacs (dforgacs):
Approved for U Program Review
2. 04/13/23 6:32 pm
Liv Thorstensson Davila (livtd):
Approved for 1760 Committee Chair
3. 04/14/23 8:32 am
Laura Ketchum (ketchum):
Approved for 1760 Head
4. 04/14/23 1:49 pm
Liv Thorstensson Davila (livtd):
Approved for KN

- Committee Chair
- 5. 04/20/23 1:47 pm
Karla Moller
(kjmoller):
Approved for KN
Dean
- 6. 04/20/23 2:50 pm
Chris Prom
(prom): Approved
for University
Librarian
- 7. 05/03/23 2:58 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
- 8. 05/05/23 11:53
am
Brenda Clevenger
(bmclvnr):
Approved for
COTE Programs
- 9. 08/23/23 8:34 am
Brooke Newell
(bsnewell):
Approved for
Provost

History

- 1. Sep 19, 2019 by
Deb Forgacs
(dforgacs)

Concentration (ex. Dietetics)

This proposal is
for a:

[Revision](#)

Administration Details

Official Program Name	Educational Administration & Leadership - Floating (on campus, off campus, online) Concentration —EPOLE
Diploma Title	
Sponsor College	Education
Sponsor	Education Policy, Organization and

Department Leadership

Sponsor Name [Yoon Pak](#)

Sponsor Email yoonpak@illinois.edu

College Contact [Lori Fuller](#)

College Contact
Email

harvey1@illinois.edu

College Budget Officer [Amanda Brown](#)

College Budget Officer Email acbrown1@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 concentration in Educational Administration & 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)."

no

Program Justification

Provide a brief description of what changes are being made to the program.

In fall 2020, we updated all concentration courses to the cross-listed EPOL primary rubric and this needs to be reflected in the course catalog. We are updating our concentration coursework to provide coursework more relevant to the changing field and needs of our graduates. We initially had 22 potential courses, and we eliminated 8 courses, including those that are no longer offered or required for principle or superintendent licensure and added two courses. Additionally, we are decreasing the

hours for this concentration from 24 to 12. These changes will allow more students interested in Educational Leadership, but perhaps not admitted to the Superintendent or Principalship licensure programs, to select the Educational Administration and Leadership graduate concentration. Finally, we are noting that we offer this concentration across multiple modalities. In the Delivery Method section below, off campus is not an option and we want to make it clear that this graduate concentration can be completed by students in our off campus, on campus and online degree programs.

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/>)

Yes

Why are these changes necessary?

In fall 2020, we updated all concentration courses to the cross-listed EPOL primary rubric and this needs to be reflected in the course catalog. The program content has changed in that there are fewer required courses, but the actual content of the courses has not changed. These changes will allow more students interested in Educational Leadership, but perhaps not admitted to the Superintendent or Principalship licensure programs, to select the Educational Administration and Leadership graduate concentration.

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.

1. EAL Students will be able to be prepared for leadership, administrative and supervisory positions in elementary and secondary education.
2. Students will be able to develop knowledge base and skills suitable for careers including: teacher leaders, division and content area chairs, deans, principals, central office administrators, superintendents, and educational policy makers.

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

Describe here:

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 below.

Administration of Learning Outcomes Assessment

Department: Ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise. Once a month during department leadership meeting

- Student input
- Faculty input
- College Academic Program Committee
- Campus policies

Program : Ensure the learning outcomes at program level align with departmental policies and operational capacities Once a month during department GPC meeting (AY)

- Student input
- Faculty input
- Departmental Graduate Program Committee (GPC)

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.

Guided by our Learning Outcomes, in what areas and to what extent are the students learning what they should learn? From Formal Learning: Students' GPAs, quality of course deliverables, publications in peer-reviewed scholarly and trade publications, awards and scholarships received by students, course evaluations, and feedback to the faculty and department; students' pass-rates on Illinois State Board of Education exams for administrative endorsement

From Non-Formal and Informal Learning: Students' initial employment placement upon graduation, students' mid-term career paths, students' participation and contribution to disciplinary scholarly and professional organizations by holding offices or providing services

In what areas and to what extent are doctoral students conducting high quality scholarly research?

- Number of students' publications and presentations in disciplinary areas of research
- Potential impact of students' publications and presentations in disciplinary areas of research

In what areas and to what extent are students collaborating with multidisciplinary areas of concentrations?

- Students' professional and academic affiliations with disciplinary areas of scholarly research or advanced practices
- Students' self-identification with EPOL concentrations
- Number of students with coursework from multiple concentrations

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

EPOL's Graduate Programs Committee and unit leadership will review assessment results on an annual basis and adjust coursework and instruction as necessary. We will conduct review of instructor ICES scores and when applicable, consult with instructors to gain additional teaching support and resources. EPOL also has a mechanism for peer evaluation of teaching for faculty preparing for 3rd reviews and promotion (for tenure-track, tenured, and specialized faculty).

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 [EAL concentration revision proposal side by side 4-5-23.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.

Educational Administration & Leadership (EAL) prepares outstanding social justice leaders and change agents who create organizational conditions that provide for equitable participation by all relevant stakeholders in school governance and ensures that all students experience high levels of academic performance.

Students that receive an EAL graduate degree embrace a broad array of leadership positions, including: teacher leaders, division and content area chairs, deans, principals, central office administrators, superintendents, and educational policymakers. Programs also prepare individuals for research and policy positions and for higher education faculty positions in PK-12 educational leadership and policy.

Statement for
Programs of
Study Catalog

Course List

Code

Title

Hours

Select 12 hours from the following courses:

12

EPOL 412 Politics of Education

Code	Title	Hours
EPOL 530	Educational Politics and Policies	
EPOL 535	Introduction to Educational Leadership	
EPOL 536	Leading School Improvement	
EPOL 538	Supervision of Learning Environments	
EPOL 540	Leading Learning-Centered Schools	
EPOL 541	Leading Improvement and Innovation	
EPOL 542	Public School Finance	
EPOL 544	Organizational Theory for Educational Leaders	
EPOL 546	Law and School District Leader	
EPOL 547	District Change for Equity and Social Justice	
EPOL 548	Human Resource Management at the School District Level	
EPOL 549	School District Financial Management	
EPOL 597	Clinical Experience Administration	
ERAM 556	Program Evaluation	
ERAM 574	Education Law	

Total Hours 12

Course List

Code	Title	Hours
Select 24 hours from the following courses:		
EOL 540	Introduction to Educational Leadership	
EOL 541	Supervision of Learning Environments	
EOL 542	Leading Learning-Centered Schools	
EOL 543	Leading School Improvement	
EOL 544	Leading Improvement and Innovation	
EOL 546	Public School Finance	
EOL 547	Education Law	
EOL 548	Course EOL 548 Not Found	
EOL 549	Organizational Theory for Educational Leaders	
EOL 550	Educational Leadership and Professional Development	
EOL 560	Clinical Experience Administration	
EOL 561	Educational Politics and Policies	
EOL 562	Law and School District Leader	
EOL 563	The School Superintendency	
EOL 564	District Change for Equity and Social Justice	
EOL 565	Human Resource Management at the School District Level	
EOL 566	School District Financial Management	
EOL 567	Course EOL 567 Not Found	
EOL 568	Diversity, Leadership & Policy	
EOL 588	Capstone Experience I & II	
EPOL 595	Independent Study	
EPOL 599	Thesis Research	
Total Hours		0

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Education Policy, Organization & Leadership, CAS (on campus & off campus)
Education Policy, Organization & Leadership, EdD (on campus, off campus & online)
Education Policy, Organization & Leadership, EdM (on campus, off campus & online)
Education Policy, Organization & Leadership, MA
Education Policy, Organization & Leadership, PhD

Program Features

Academic Level Graduate

Is This a Teacher Certification Program?

Yes

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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:

[Students in this program can take coursework on campus, online or off campus programs.](#)

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.

This change applies to students starting in Fall 2023. Current students may change their catalog year to follow this new requirement.

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?

no changes

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

No

Attach letters of
support

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

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 EP.24.006
Number

Attach
Rollback/Approval
Notices

This proposal No
requires HLC
inquiry

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook Name Educational Administration and Leadership

Program Code: 5097

Minor Code	Conc Code	5097	Degree Code	PHD	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 **Deb Forgacs (dforgacs) (12/16/21 3:30 pm):** Rollback: requested.
Brooke Newell (bsnewell) (07/21/22 9:33 am): Rollback: Please add justification for hour change
Liv Thorstensson Davila (livtd) (11/04/22 2:07 pm): Rollback: As requested
Deb Forgacs (dforgacs) (11/04/22 2:23 pm): Rollback: as requested
Brooke Newell (bsnewell) (01/19/23 2:45 pm): Rollback: Email sent to Laura Ketchum and Lori Fuller
Brooke Newell (bsnewell) (02/21/23 10:37 am): Rollback: Email sent to Laurie, Lori, and Yoon
Brooke Newell (bsnewell) (04/06/23 1:48 pm): Rollback: Email sent to Laura, Lori, and Mary L.

5097: Educational Administration and Leadership, Graduate Concentration Revision

Courses removed

Courses added

Currently cross-listed courses

EDL 540: Introduction to Educational Leadership	EPOL 535: Introduction to Educational Leadership
EDL 541: Supervision of Learning Environments	EPOL 538: Supervision of Learning Environments
EDL 542: Leading Learning-Centered Schools	EPOL 540: Leading Learning-Centered Schools
EDL 543: Leading School Improvement	EPOL 536: Leading School Improvement
EDL 544: Leading Improvement and Innovation	EPOL 541: Leading Improvement and Innovation
EDL 546: Public School Finance	EPOL 542: Public School Finance
EDL 547: Education Law	ERAM 574: Education Law
EDL 549: Organizational Theory for Education Leaders	EPOL 544: Organizational Theory for Education Leaders
EDL 550: Educational Leadership and Professional Development	EPOL 543: Educational Leadership and Professional Development
EDL 560: Clinical Experience Admin	EPOL 597: Clinical Experience Admin
EDL 561: Ed Politics and Policies	EPOL 530: Ed Politics and Policies
EDL 562: Law and School District Leader	EPOL 546: Law and School District Leader
EDL 563: The School Superintendency	EPOL 533: The School Superintendency
EDL 564: District change for Equity and Social Justice	EPOL 547: District change for Equity and Social Justice
EDL 565: Human Resource Management	EPOL 548: Human Resource Management
EDL 566: School District Financial Management	EPOL 549: School District Financial Management
EDL 568: Diversity, Leadership & Policy	EPOL 531: Diversity, Leadership & Policy
EDL 588: Capstone Experience I & II	EPOL 596: Capstone Experience I & II
EPOL 595: Independent Study	EPOL 595: Independent Study
EPOL 599: Thesis Research	EPOL 599: Thesis Research

Current Requirements	Credit hours
Select 24 hours from the following courses:	
EDL 540: Introduction to Educational Leadership	
EDL 541: Supervision of Learning Environments	
EDL 542: Leading Learning-Centered Schools	
EDL 543: Leading School Improvement	
EDL 544: Leading Improvement and Innovation	
EDL 546: Public School Finance	
EDL 547: Education Law	
EDL 548: Political & Cultural Context of Education	
EDL 549: Organizational Theory for Education Leaders	
EDL 550: Educational Leadership and Professional Development	
EDL 560: Clinical Experience Admin	
EDL 561: Ed Politics and Policies	
EDL 562: Law and School District Leader	
EDL 563: The School Superintendency	
EDL 564: District change for Equity and Social Justice	
EDL 565: Human Resource Management	
EDL 566: School District Financial Management	
EDL 567: Program Planning & Evaluation	
EDL 568: Diversity, Leadership & Policy	
EDL 588: Capstone Experience I & II	
EPOL 595: Independent Study	
EPOL 599: Thesis Research	
Total Hours	24

Proposed Requirements Showing Changes	Credit hours
Choose 12 hours from the following:	12
EPOL 535: Introduction to Educational Leadership	
EPOL 538: Supervision of Learning Environments	
EPOL 540: Leading Learning-Centered Schools	
EPOL 536: Leading School Improvement	
EPOL 541: Leading Improvement and Innovation	
EPOL 542: Public School Finance	
ERAM 574: Education Law	
Deactivated course	
EPOL 544: Organizational Theory for Education Leaders	
EPOL 543: Educational Leadership and Professional Development	
EPOL 597: Clinical Experience Admin	
EPOL 530: Ed Politics and Policies	
EPOL 546: Law and School District Leader	
EPOL 533: The School Superintendency	
EPOL 547: District change for Equity and Social Justice	
EPOL 548: Human Resource Management	
EPOL 549: School District Financial Management	
Deactivated course	
EPOL 531: Diversity, Leadership & Policy	
EPOL 596: Capstone Experience I & II	
EPOL 595: Independent Study	
EPOL 599: Thesis Research	
ERAM 556: Program Evaluation	
EPOL 412: Politics of Education	
Total Hours	12

Proposed Requirements Final	Credit Hours
Choose 12 hours from the following:	12
EPOL 412: Politics of Education	
EPOL 530: Ed Politics and Policies	
EPOL 535: Introduction to Educational Leadership	
EPOL 536: Leading School Improvement	
EPOL 538: Supervision of Learning Environments	
EPOL 540: Leading Learning-Centered Schools	
EPOL 541: Leading Improvement and Innovation	
EPOL 542: Public School Finance	
EPOL 544: Organizational Theory for Education Leaders	
EPOL 546: Law and School District Leader	
EPOL 547: District change for Equity and Social Justice	
EPOL 548: Human Resource Management	
EPOL 549: School District Financial Management	
EPOL 597: Clinical Experience Admin	
ERAM 556: Program Evaluation	
ERAM 574: Education Law	
Total Hours	12