Program Change Request

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

Viewing: **5096 : Higher Education - Floating (on campus & online)**

Last approved: 09/11/20 3:18 pm
Last edit: 08/23/23 8:43 am
Changes proposed by: Laura Ketchum

Proposal Type:

Higher Education Concentration

Catalog Pages
Using this Program

Approval Path
1. 04/13/23 3:23 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

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

Using this Program
Higher Education Concentration

Last approved: 09/11/20 3:18 pm
Last edit: 08/23/23 8:43 am
Changes proposed by: Laura Ketchum
Concentration (ex. Dietetics)

This proposal is for a:

Revision

Administration Details

<table>
<thead>
<tr>
<th>Official Program</th>
<th>Higher Education - Floating (on campus) campus &amp; online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
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</tr>
<tr>
<td>Diploma Title</td>
<td>Higher Education</td>
</tr>
<tr>
<td>Sponsor College</td>
<td>Education</td>
</tr>
<tr>
<td>Sponsor</td>
<td>Education Policy, Organization and Leadership</td>
</tr>
<tr>
<td>Department</td>
<td>Leadership</td>
</tr>
</tbody>
</table>

History

1. Sep 11, 2020 by Deb Forgacs (dforgacs)
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  Fall 2023
Term

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 Higher 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)."

no

Program Justification

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

We are updating our concentration coursework to provide coursework more relevant to the changing field and needs of our graduates. We are requiring 3 courses of all students and then students will choose from a list for their specialization area. Specifically, we went from a pick list of 24 credit hours to now requiring 12 hours (EPOL 551, EPOL 552 and EPOL 563) plus 4 hours from a list of courses, plus 8 additional hours from a list of courses.

Correcting delivery modality to be on campus only.
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. Our revisions requiring EPOL 551, EPOL 552, and EPOL 563 are necessary as they provide the foundation of Higher Education, form our core curriculum, and prepare students for more focused classes in this program. Additionally, students with a Higher Education concentration develop a specialization area in consultation with their faculty advisor. Some example areas are: History and Foundations, Public Policy and Finance, Administrative Theory and Practice, Community College Leadership, Student Development and Services, and other areas of similar scope and significance. The updated concentration courses relate to these specialization focus areas within Higher Education and better reflect the curriculum to prepare students for their career goals and outcomes in the area of Higher Education.

Delivery modality is being corrected due to migration error.

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. Students will be able to develop a theoretical and practical understanding of the social, political, and economic issues encompassing the development and future challenges of higher-education and postsecondary institutions.

2. Learning outcomes are achieved through a set of interrelated core courses that examine the relevant theoretical and conceptual developments that continue to impact higher-education institutions.

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

Learning Outcome Questions, Data Sources, and Alignment Processes

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 extend 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 extend 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  HE concentration revision proposal side by side 3-27-23.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.

Higher Education provides graduate students with a theoretical and practical understanding of the social, political, and economic issues encompassing the development and future challenges of higher and postsecondary institutions. Learning objectives are achieved through a set of interrelated core courses that examine the relevant theoretical and conceptual developments that continue to impact higher education institutions.

Statement for Programs of Study Catalog

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>EPOL 551</td>
<td>Organization of Higher Education</td>
<td></td>
</tr>
<tr>
<td>EPOL 552</td>
<td>Foundation of Higher Education</td>
<td></td>
</tr>
<tr>
<td>EPOL 563</td>
<td>The College Student</td>
<td></td>
</tr>
<tr>
<td>Select 4 hours from the following courses:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EPOL 555</td>
<td>Higher Education Finance</td>
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</tr>
</tbody>
</table>
Program Relationships

Corresponding Program(s):

<table>
<thead>
<tr>
<th>Corresponding Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Policy, Organization &amp; Leadership, CAS (on campus &amp; off campus)</td>
</tr>
<tr>
<td>Education Policy, Organization &amp; Leadership, EdD (on campus, off campus &amp; online)</td>
</tr>
<tr>
<td>Education Policy, Organization &amp; Leadership, EdM (on campus, off campus &amp; online)</td>
</tr>
<tr>
<td>Education Policy, Organization &amp; Leadership, MA</td>
</tr>
<tr>
<td>Education Policy, Organization &amp; Leadership, PhD</td>
</tr>
</tbody>
</table>

Program Features

- **Academic Level**: Graduate
- **Is This a Teacher Certification Program?**
Will specialized accreditation be sought for this program?

No

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

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

---

**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.

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**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

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**Financial Resources**

How does the unit intend to financially support this proposal?

**no change**

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

No

Attach letters of
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 change

**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**

<table>
<thead>
<tr>
<th>EP Control Number</th>
<th>Attach Rollback/Approval Notices</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP.24.002</td>
<td></td>
</tr>
</tbody>
</table>

This proposal requires HLC inquiry
   No

**DMI Documentation**

<table>
<thead>
<tr>
<th>Attach Final Approval Notices</th>
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<tbody>
<tr>
<td>Higher Education Name</td>
</tr>
<tr>
<td>Program Code: 5096</td>
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<tr>
<td>Minor Code: 5096 Degree Code</td>
</tr>
<tr>
<td>Senate Approval Date</td>
</tr>
<tr>
<td>Senate Conference Approval Date</td>
</tr>
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</table>
Rollback: requested.
Rollback: Delivery method.
Rollback: As requested
Rollback: as requested.
Rollback: Email sent to Laura Ketchum and Lori Fuller
Rollback: email sent to Laura, Lori, and Mary
Updated Official Program Name and added Justification information regarding delivery modality revision per conversation with DMI.

Key: 994
### Proposed Courses

Currently offered as:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EOL 570</td>
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<td>The College Student</td>
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<td>EOL 573</td>
<td>The Community College</td>
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<tr>
<td>EOL 580</td>
<td>Critical Issues in Higher Ed</td>
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<td>EOL 585</td>
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<td>Advanced Seminar</td>
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EOL 551: Organization of Higher Education
EOL 552: Foundation of Higher Education
EOL 553: The College Student
EOL 554: The Community College
EOL 555: Critical Issues in Higher Education
EOL 556: Student Affairs Administration
EOL 558: Internship in Higher Education Policy, Organization & Leadership
EOL 560: Advanced Graduate Seminar
EOL 565: Independent Study

### Current Requirements

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TOTAL 24

### Proposed Requirements Showing Changes

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Proposed Requirements Final

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