

Program Change Request

Date Submitted: 06/04/25 3:15 pm

Viewing: **10KS8527EDM : Secondary Education, EDM**

Last approved: 03/15/23 10:48 am

Last edit: 09/29/25 11:23 am

Changes proposed by: Lori Fuller

Catalog Pages Using
this Program

Secondary Education, EdM

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1613-CUR&I
Committee Chair
3. 1613-CUR&I 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. Catalog Editor
18. DMI

Approval Path

1. 06/25/25 1:13 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 06/25/25 5:14 pm
Emma Mercier
(mercier): Approved
for 1613-CUR&I
Committee Chair
3. 06/27/25 12:54 pm
Helen Neville
(hneville): Approved
for 1613-CUR&I

Head

4. 06/27/25 1:01 pm

Liv Thorstensson

Davila (livtd):

Approved for KN

Committee Chair

5. 06/27/25 2:56 pm

Lori Fuller

(harvey1): Approved

for KN Dean

6. 06/27/25 3:29 pm

Tom Teper (tteper):

Approved for

University Librarian

7. 09/08/25 3:26 pm

Allison McKinney

(agrindly): Approved

for Grad_College

8. 09/08/25 5:07 pm

Suzanne Lee

(suzannel):

Approved for COTE

Programs

9. 09/09/25 2:48 pm

Brooke Newell

(bsnewell): Rollback

to KN Dean for

Provost

10. 09/23/25 10:50 am

Lori Fuller

(harvey1): Approved

for KN Dean

11. 09/23/25 2:19 pm

Tom Teper (tteper):

Approved for

University Librarian

12. 09/25/25 10:05 am

Allison McKinney

(agrindly): Approved

for Grad_College

13. 09/25/25 1:24 pm

Suzanne Lee

(suzannel):
Approved for COTE
Programs
14. 09/25/25 1:43 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)
6. Mar 15, 2023 by Lori Fuller (harvey1)

Administration Details

Official Program Name	Secondary Education, EDM	
Diploma Title	Master of Education	
Sponsor College	Education	
Sponsor Department	Curriculum and Instruction	
Sponsor Name	<u>Lori Fuller</u> Karla Moller	
Sponsor Email	<u>harvey1@illinois.edu</u> kjmoller@illinois.edu	
College Contact	Lori Fuller	College Contact Email

harvey1@illinois.edu

College Budget Amanda Brown ~~Toshua York~~
Officer

College Budget acbrown1@illinois.edu ~~tmyork@illinois.edu~~
Officer Email

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Does this program have inter-departmental administration?
No

Effective Catalog Term

Effective Catalog Fall 2025
Term
Effective Catalog 2025-2026

Proposal Title

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 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 at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"
Education Foundations Course List, Key 1320
English Concentration (key 829)
Math Concentration (key 830)
Science Concentration (key 832)
Social Sciences (key 831)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. We are moving the Foundation Course List from this Program of Study table into its own CIM-P record. There are additional changes that are being made to the Foundation Course List (KEY 1320) at this time as well, including removal of a deactivated course and addition of 3 course options.
2. We are updating the heading for the foundations courses from “Foundations Courses” to say “Foundations Hours”.
3. We are revising the text which states, “Select two of the following foundations courses, taken for four credit hours each. At least one of these two courses must be a course from outside the degree-granting department” so say, “Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.”
4. The text “Choose a Concentration: English, Mathematics, Science, Social Science: History” has been removed from the "Other Requirements" section, in alignment with the ongoing phase-out of program concentrations.
5. The Field Placement link, originally located in the "Other Requirements" section, has been relocated to a position above the Plan of Study (POS) table.
6. - Elective Hours changed from 24 to 16-24

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All master's degree programs and Certificate of Advanced Study (CAS) programs within the College of Education utilize a shared list of foundation course options for students who are required to complete eight credit hours. Each time a course is added to or removed from this list, it necessitates several separate CIM program revisions. This process demands a significant investment of time and effort, not only within the College but also across all levels of the approval workflow. To enhance efficiency, we propose the creation of a dedicated catalog page for foundation courses. This change would streamline the update process, allowing course additions or removals to be made with minimal effort, thereby eliminating the need for multiple revisions within the CIM-P system.
2. We are renaming the heading for the foundations courses from "Foundations Courses" to "Foundations Hours" to improve clarity and ensure consistency across our materials. This change better reflects the focus on the number of instructional hours rather than individual courses.
3. We are updating the language to "Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department." for clarification since some of the courses currently on the foundations list can be taken for a range of 2-4 credit hours.
4. The text "Choose a Concentration: English, Mathematics, Science, Social Science: History" has been removed from the "Other Requirements" section, in alignment with the ongoing phase-out of program concentrations.

At the individual candidate "job market" level, an applicant's teaching credentials would also be verified by a district through the state licensure system. It's our experience that school districts request official transcripts as a required documentation step generally after they've already extended an offer of employment. School districts use the state licensure system to verify teaching license and subject area – and they may use the transcript for determining step on the salary schedule. As such, there is no advantage or disadvantage to a student to have a transcribed concentration as the district is generally looking for number of credit hours.

At the licensure level, states verify teaching credentials only through their own online systems and paperwork. ISBE and other state agencies do not generally look to transcripts for licensure program completion. This is because there is often not alignment between campus degree program requirements and approved licensure program requirements. As a result, from a teaching licensure perspective, there is no real value in have a transcribed concentration because documentation other than transcripts are used to verify credentials in their licensing system.

5. The Field Placement link, originally located in the "Other Requirements" section, has been relocated to a position above the Plan of Study (POS) table to allow for editing.

6. The elective hours were revised from 24 to 16-24 to account for the Research/Project/Independent Study Hours of 0-8 hrs. For example, if a student were to enroll in the Research/Project/Independent Study for 8 hours, then they would only need 16 hours of electives.

There will be no change in total hours for the program.

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? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

Program Features

Academic Level Graduate

Does this major
have transcribed
concentrations?

Yes

Concentrations

Concentrations(s)
<u>Digital Learning - Floating (on campus & online)</u>
<u>Bilingual-Bicultural Education - Floating (on campus & online)</u>

Will you admit to
the concentration
directly?

No

Is a concentration
required for
graduation?

No

What is the longest/maximum 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 program part of an ISBE approved licensure program?

Yes

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Revised programs

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Psychological Foundations Courses in Educational Psychology

Select one of the following: 4

EPSY 400	Psychology of Learning in Education
EPSY 401	Child Language and Education
EPSY 402	Sociocultural Influence on Learning
EPSY 404	Course EPSY 404 Not Found
EPSY 405	Personality and Soc Dev

EPSY 406	Course EPSY 406 Not Found	
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	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership		
Select one of the following:		4
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	Course EPOL 408 Not Found	
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
<u>Foundations Hours</u>		<u>8</u>
Choose at least two foundation courses from the Course List tab. At least one of these two courses must be a course from outside the degree-granting department.		
<u>Elective Hours</u>		<u>16</u>
		<u>-24</u>
400/500-Level Hours Required: 12 hours (Independent Study included)		
<u>500-Level Hours Required in Education:12 hours</u>		

Other Requirements:

Field Placement Information

<http://education.illinois.edu/sce>

Choose a Concentration

English, Mathematics, Science, Social Science: History

Field placement information link is above.

Minimum GPA

3.0

Corresponding

EdM Master of Education

Degree

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.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

- 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.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

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.

There will not be an impact on enrollment since we are continuing the Secondary Education program and only phasing down the subject area concentrations.

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 No
budgetary
implications for this
revision?

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?

There will not be a financial impact. ~~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)

Graduate Base on campus rate

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.

There will not be an impact on faculty resources.

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.

May 29, 2025

The proposal was shared with the Library's Education subject specialist, Nancy O'Brien, who indicated that because the proposed changes are administrative in their focus to create a separate foundations course list and adjust language as needed in the program description to reflect that, there is no anticipated impact on the Library's budget for resources or services provided by Library personnel. Changes in enrollment and course content that would affect Library resources and services are not anticipated with these administrative changes.

EP Documentation

EP Control Number EP.26.036

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

EDM: Secondary Educ -UIUC

Program Code: 10KS8527EDM

Minor	Conc	Degree	EDM
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Code	Code	Code	Major Code	8527
Senate Approval Date				
Senate Conference Approval Date				
BOT Approval Date				
IBHE Approval Date				
HLC Approval Date				
DOE Approval Date	NA			
Effective Date:				

Program Reviewer

Comments

Brooke Newell (bsnewell) (09/09/25 2:48 pm): Rollback: Per TEAMS meeting and discussion with Lori Fuller