EP.14.43

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Proposal to the Senate Educational Policy Committee-revised April 22, 2014

PROPOSAL TITLE: Redesignate the three graduate majors in (1) Educational Policy Studies, (2) Educational Organization and Leadership, and (3) Human Resource Education into a single new graduate major: Education Policy, Organization and Leadership; Department of Education Policy, Organization and Leadership

SPONSOR: K. Peter Kuchinke, Professor and Director of Graduate Studies, Department of Education Policy, Organization and Leadership, 333-0807, kuchinke@illinois.edu

COLLEGE CONTACT: Kathy Stalter, Assistant to the Associate Dean for Student Academic Affairs, College of Education, 333-0964, kstalter@illinois.edu

BRIEF DESCRIPTION: This proposal requests to redesignate the three graduate majors in (1) Educational Policy Studies, (2) Educational Organization and Leadership, and (3) Human Resource Education into a single new graduate major: Education Policy, Organization and Leadership; Department of Education Policy, Organization and Leadership. This request follows the reorganization of three departments that were combined into a single unit effective January 2011. As outlined in the reorganization proposal, curricular integration, efficiencies, and innovation were driving factors of the merger of the three departments. The present proposal addresses this goal by creating a degree structure that is aligned with the new department name, simplifies and streamlines the curriculum, and opens opportunities for future curriculum innovation. The present proposal balances the need for curricular integration, consistency, and efficiency with the commitment to preserving the differentiated nature of academic programs and areas of study in the new department.

The single major in Education Policy, Organization and Leadership is proposed for five graduate degrees (Ed.M., M.A., C.A.S., Ed.D., Ph.D.) in the Department. The range of academic offerings currently in place in the Department will be preserved, including existing campus, off-campus, and online degree programs, graduate concentrations, graduate minors, and medical scholar programs.

This proposal eliminates the need for the M.S. degree option currently in place for Human Resource Education and Educational Organization and Leadership, and this proposal seeks to terminate these degree options. The proposed major in EPOL has a single thesis-bearing masters degree, the M.A.

Along with the redesignation, changes in the graduate concentration in Human Resource Development are proposed. These will be handled in a separate proposal and submitted concurrently.

The following table shows the present degree structure in EPS, EOL, and HRD and the proposed degree options under the redesignation as EPOL.

	Current Majors			Proposed Major
	EPS	**EOL**	**HRE**	**EPOL**
Ed.M.	☐	☐	☐	☐
M.S.	No	☐	☐	No
M.A.	☐	No	No	☐
C.A.S.	No	☐	☐	☐
Ed.D.	No	☐	No	☐
Ph.D.	☐	☐	☐	☐
Joint Degree	No	No	Ed.M./MBA	Ed.M./MBA M.A./MBA
Medical Scholars	☐	☐	☐	☐
Graduate Minor	No	College Teaching	No	College Teaching

JUSTIFICATION:

The mission of the Department of Education Policy, Organization and Leadership is the study and development of educational policy, leadership, and organizational change in multiple local, state, national and international contexts, including P-12 schooling, postsecondary and higher education, the workplace, and a variety of informal settings where education also takes place, including the family and the community. In Fall 2010, the Senate approved a proposal to reorganize three academic departments (Educational Policy Studies, Educational Organization and Leadership, Human Resource Education) into a single unit, Education Policy, Organization and Leadership (Attachment A contains the Proposal).

The reorganization has resulted in an entity that allows faculty and students to coalesce around identifiable research and teaching initiatives in powerful ways that foster innovation and are responsive to emerging trends and societal needs. The synergy among the distinct traditions of research, teaching, and service in the Department is achieved through a Division structure that offers flexibility across related areas of study but also provides the necessary disciplinary focus areas in a broadly conceived field of study.

Curricular integration was envisioned as a major goal for the merger, but to date the programmatic and curricular structures of the former departments have remained unchanged, resulting in the current department housing three majors and 13 graduate degrees.

The proposed redesignation of the current three majors as a single major bearing the Department name provides a streamlined and simplified set of graduate degrees under a single major, ensures common degree requirements across the various concentrations, and creates a structure for future areas of study under a standard set of degree requirements. Finally, it creates concordance between degree and the Department name, enhances curricular identity, removes confusion among current and prospective students, and brings to conclusion the reorganization effort that was begun five years ago.

This proposal covers the academic programs and program options currently offered in the Department under the majors of Education Policy Studies (EPS), Educational Organization and Leadership (EOL), and Human Resource Education (HRE) as follows:

The degree programs currently offered in the three majors will continue to be available to students under the single major with exception of the elimination of the M.S. degree and the adoption of the M.A. degree as the sole thesis-based masters degree.

The Joint Degree Program in Human Resource Development and Business Administration will be terminated. In its place, the joint degree option with Business will be available to all EPOL master's students as per established campus procedure.

There is no change to the Minor in College Teaching.

Students enrolled in the current majors at the time of approval of the proposal will be allowed to continue under the former degree requirements until graduation.

Appendix A contains the merger proposal.

Appendix B contains the proposed degree requirements for the redesignated major.

Appendix C contains a side-by-side listing of the degree requirements currently in place for the three majors and the requirements for the proposed redesignated major.

Appendix D contains a listing of the current self-supporting programs. It is noted that the proposal does not create any new self-supporting programs that could interfere with the provisions of the GEO contract. Rather, the current roster of approved and operating self-supporting programs will be preserved under the proposed major.

Appendix E contains the Library letter.

BUDGETARY AND STAFF IMPLICATIONS: The redesignated graduate major contains the present three majors and associated graduate degrees that are served at current budgetary and staffing levels. The present roster of self-supporting programs will be maintained under the proposed major (Appendix C contains a side-by-side list of self-supporting programs currently offered under the proposed major). The Department expects opportunities for efficiencies in curricular offerings and future innovation through the creation of the new specializations. Enrollment levels for the proposed major

will closely resemble those for the current three majors. Therefore, the redesignated major is not expected to place additional budgetary or staffing burdens on the Department.

a. The Department expects to gain efficiencies in terms of class size, frequency of course offerings, and advising loads. In addition, administrative burdens will be lessened because of the reduced number of degrees and programs. The redesignated major, therefore, is not expected to require any internal reallocations.

b. The proposal does not affect course enrollment in other units.

c. The redesignated major is not expected to impact the University Library (Attachment).

d. The redesignated major is not expected to impact on computer use, laboratory use, equipment, or similar.

DESIRED EFFECTIVE DATE: Fall 2015

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Education Policy, Organization and Leadership

education.illinois.edu/epol

Department Head: James Anderson
Director of Graduate Studies: K. Peter Kuchinke & Yoon Pak
351 Education Building
1310 South Sixth Street
Champaign, IL 61820
Phone: (217) 333-0807
Fax: (217) 244-5632
E-mail: epol@illinois.edu

Major: Education Policy, Organization and Leadership
Degrees offered: Ed.M., M.A., C.A.S. Ed.D., Ph.D.

Graduate Minor: College Teaching

Joint Degree Program: Education Policy, Organization and Leadership and Business
Administration
Degrees Offered: Ed.M./M.B.A.; M.A./M.B.A

Medical Scholars Program: Doctor of Philosophy (Ph.D.) in Education Policy, Organization
and Leadership and Doctor of Medicine (M.D.) through the Medical Scholars Program

Graduate Degree Programs
Degree programs in the Department of Education Policy, Organization and Leadership are
designed to meet the academic and professional interests of individuals preparing for careers as
academic professionals, adult educators, college professors, corporate trainers, educational
policy analysts, governmental administrators, instructional designers/technologists, non-profit
representatives, organizational development specialists, and university administration
leaders. The department has adopted a division structure that currently include the following: (1)
Education Policy and Social Outcomes; (2) Higher Education; (3) Educational Administration
and Leadership; (4) Human Resource Development; (5) Social and Philosophical Foundations;
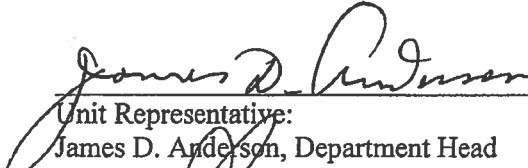and (6) Global Studies in Education.

Admission

The Department of Education Policy, Organization and Leadership carefully considers all
applicants for graduate study. Applicants should consult the department website for more
detailed information and should apply online at
education.illinois.edu/epol/admissions/howtoapply/. The quality of the applicant's undergraduate
and graduate training and grade point average are primary considerations. Other important
factors evaluated include the three letters of recommendation and statement of purpose.
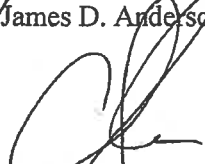
International applicants must submit a TOEFL score. For additional admission details refer to the department's Web site.

CLEARANCES:

Signatures:

(signature)   10/4/13

Unit Representative: Date:

James D. Anderson, Department Head

(signature)   10/15/13

College Representative: Date:

Christopher Span, Associate Dean Academic Programs

(signature)   4/2/14

Graduate College Representative: Date:

Provost Representative: Date:

Educational Policy Committee Representative: Date:

Appendix A:

Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Proposed reorganization of the Departments of Educational Organization and Leadership, Educational Policy Studies, and Human Resource Education into one Department with the new name of Education Policy, Organization and Leadership.

SPONSORS:

James D. Anderson	Steven Aragon	S. Kern Alexander
Head, EPS	Interim Head, HRE	Associate Head, EOL
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COLLEGE CONTACT:
Dean Mary Kalantzis
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Susan Michaels (administrative contact)
Assistant to the Dean, 217-244-3293
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BRIEF DESCRIPTION:

Reorganization of three departments (Educational Organization and Leadership, Educational Policy Studies, Human Resource Education) into one department with the title of Department of Education Policy, Organization and Leadership. There will be no changes in the programs currently offered through the existing units. Further, the draft by-laws for the proposed reorganized unit are attached in Appendix A.

JUSTIFICATION:

The overarching mission of the reorganized Department is the study and development of educational policy, leadership, and organizational change in multiple local, state, national and international contexts, including P-12 schooling, postsecondary and higher education, the workplace, and a variety of informal settings where education also takes place (including the family and the community).

The proposed reorganization is based on the recognition that a newly conceived department will draw upon the strengths of faculty, staff, students, and alumni to develop new organizational alignments that will significantly enhance the quality of core areas (Education Policy; Higher Education; Educational Administration and Leadership; Human Resource Development; Social and Philosophical Foundations; Global Studies in Education, and eLearning) as well as foster new collaborative research opportunities. For example, a core area such as "Higher Education" will be strengthen significantly by bringing together faculty members in the three existing units with long-standing research and teaching interests in the study of higher education. Indeed, the reorganized department will have one of the strongest higher education faculties in the nation. Similarly, the reorganized department will have increased capacity in quantitative analysis, a stronger and more applied concentration in education policy, and a powerful cluster of on-line masters degree programs. This will enhance the College's collective capacity to respond to dynamic societal changes that require new ways to meet educational challenges in the 21st century. Combining personnel, which include a diverse faculty engaged in interdisciplinary initiatives, as well as establishing new synergies made possible through realigning staff and resources will create a stronger and more dynamic academic unit.

Overall interest in a newly reorganized department became energized with the growing realization that faculty and students can coalesce around identifiable research and teaching initiatives while creating a more powerful organizational entity that fosters innovation and proves responsive to emerging trends and societal needs. Some issues are scholarly pursuits, while others are pragmatic. Although we have not identified all possible areas of interest and synergy, several are listed below:

- Creating interdisciplinary scholarly communities, which are more enriching for faculty and students. Bringing faculty with diverse academic interests and research expertise together provides an empowering mechanism to explore interdisciplinary solutions to the important educational issues facing contemporary society. In addition, the collective faculty can be better positioned to engage in grant-writing activity and experience even more success in obtaining external funding to support critical research initiatives.

- Enhancing faculty capacity, particularly in specializations that reach across the three departments (such as Higher Education, Education Policy, Educational Leadership, Organizational Change, Global Studies in Education, and Distance Education), will be strengthened significantly through reorganization. Moreover,

new specializations (such as Technology Studies in Education) will emerge from a stronger and more flexible unit. The identification and alignment of faculty with these specializations has numerous benefits, including the following: (a) attracting potential students into high demand areas; (b) clear identification of faculty for national rankings; and (c) creating stronger collaboration among faculty that enhances our capacity to attract external funding.

- Examining areas of curricular overlap, to identify opportunities to strengthen and enrich students' academic preparation for their chosen career fields.

- Creating a departmental infrastructure with sufficient resource capacity (including both personnel and funding) to provide support to a variety of initiatives promoted by the College of Education and the departments, such as the Forum on the Future of Public Education, the Ubiquitous Learning Institute, the Institute for Executive Leadership in Education, and a newly proposed Education Policy Center. Many of these initiatives could work in concert to engage in high quality funded research and to influence state and national educational policy and practice.

- Providing more effective and efficient uses of departmental resources, including support for growing numbers of online learning programs and better uses of space and staff support.

This aforementioned list certainly is not exhaustive, but it does provide an enumeration of potential benefits of reorganization, as well as some traditional and new initiatives that will excite faculty and students. By bringing together outstanding scholars into one unit, we can create an organizational structure that is better positioned to respond to emerging issues in education research and practice. Because "the whole is greater than the sum of its parts," we can realign our faculty and disciplinary specializations—in the process creating a powerful academic unit that will be recognized as one of the top Departments in the nation and one that can aggressively attract the highest quality faculty, students and staff.

BUDGETARY AND STAFF IMPLICATIONS:

a. Additional staff and dollars needed

As a result of synergies discussions and the loss of all support staff from the Department of Educational Organization and Leadership, a shared service center was created. Staff members from the departments of Human Resource Education and Educational Policy Studies combined forces to redistribute their workloads and meet the support needs for all three departments. This action preceded this proposal and provides the foundation for a successful transition of administrative responsibilities to a shared model. No additional staff will be required for the new department and, indeed, this reorganization has already resulted in increased efficiencies and improved service to faculty and students. When the reorganization is complete it is anticipated that the shared service center staff will report directly to an Associate Department Head with administrative responsibility for the newly formed department.

While permanent funding is not requested for the newly formed department, the college is seeking a small infusion of cash ($75K) to be used for activities proposed by the leadership group and to support the integration of the growing online programs of the three existing departments into one entity.

Combining the three departments will create a very strong academic and economic unit in the College. The combined permanent state budget of the three departments is $3.5M, which would make it the largest academic budget in the college. Combined institutional funds will top $1M, with 90% available to the department centrally. Funding is further diversified by self-supporting activities that are expected to generate $150K annually. Further, the combined departments have a rising sponsored projects profile with two major new federal awards, a long established base of state funding and a broadening base of private funding.

    b. Internal Reallocations

At this time we do not anticipate changes in class size or student-faculty ratios. However, we do anticipate standardizing teaching loads and making other departmental policy adjustments which are likely to improve operations and enhance the student experience. We also anticipate that the reorganization of our faculty will engender new enthusiasm and attract the highest quality students to our programs.

    c. Effect on course enrollment in other units

We do not anticipate any impact on units outside of the three combining forces.

    d. Impact on the University Library

No anticipated.

    e. Impact on computer use, laboratory use, equipment

    No anticipated.

DESIRED EFFECTIVE DATE:
Target date for implementation: July 1 2010

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Graduate Degree Programs

Degree programs in the Department of Education Policy, Organization and Leadership are designed to meet the academic and professional interests of individuals preparing for careers as

academic professionals, adult educators, college professors, corporate trainers, educational policy analysts, governmental administrators, instructional designers/technologists, non-profit representatives, organizational development specialists, and university administration leaders. The department is organized into the following areas of specialization: (1) Education Policy; (2) Higher Education; (3) Educational Administration and Leadership; (4) Human Resource Development; (5) Social and Philosophical Foundations; (6) Global Studies in Education, and (7) eLearning.

Degrees: Ed.M., M.A., M.S., C.A.S., Ed.D., and Ph.D.

Off-Campus degrees: Ed.M., C.A.S., Ed.D.

Online degrees: Ed.M.

Joint Degree Program: Education Policy, Organization and Leadership and Business Administration
Degrees Offered: Ed.M. and M.B.A.
Medical Scholars Program: Doctor of Philosophy (Ph.D.) in Education Policy, Organization and Leadership and Doctor of Medicine (M.D.) through the Medical Scholars Program

CLEARANCES:

Signatures:

James D. Anderson_____   _____
Educational Policy Studies Representative   Date:

Steven Aragon _____   _____
Human Resource Education Representative   Date:

S. Kern Alexander_____   _____
Educational Organization & Leadership Representative   Date:

Dean Mary Kalantzis _____   _____
College of Education Representative   Date

_____   _____
Graduate College Representative   Date:

_____   _____
Provost Representative   Date:

_____   _____
Educational Policy Committee Representative   Date:

Appendix B:

Proposed EPOL Degree Requirements

Ed.M., EPOL	Min. Required Hours
Psychological Foundations Courses in Educational Psychology as Defined by College of Education[1]	4
Philosophical and Social Foundations Courses as defined by College of Education[2]	4
500-Level Core Subject Matter Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included).	12
400- or 500-level Elective Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included, up to 8 hours of 595 Independent Study can be applied).	12
Total Hours (minimum)	32
Minimum GPA	3.0
A concentration is not required	

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[1] Educational Psychology Foundations:

Two hours. One course from the psychological foundations of learning area: EPSY 400, 401, or 402. Students in master's certification programs may also take EPSY 485 to meet this requirement.

One track of the following three options:

    a) Two hours. One course from the psychological foundations of personality and development area: EPSY 404, 405, or 406. Students in master's certification programs may also take EPSY 430 to meet this requirement.

    b) Students planning to work with adults may take EPSY 407 for four hours to meet both of the above EPSY foundations requirements.

    c) Four hours of EPSY 408 meets both foundational requirements for EPSY.

[2] Philosophical and Social Foundations:

Two hours. One course from the social foundations requirements: EPS 400, 402, 403, 404, 420, 421, 423, 424, and 426.

Two hours. A second course from the philosophical foundations area: EPS 401, 410, 411, 412, 413, and 414.

Approval must be given to allow a four-hour course to fulfill two requirements.

M.A., EPOL	Min. Required Hours
Psychological Foundations Courses in Educational Psychology as Defined by College of Education[3]	4
Philosophical and Social Foundations Courses as defined by College of Education [4]	4
500-Level Core Subject Matter Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included).	12
400- or 500-level Elective Courses as defined by Department and Division and approved by Advisor. 595 Independent Study can be applied up to a maximum of 8 hours. A minimum of 2 hours of 599 Thesis Research Credit is required. A maximum of 8 hours of 599 Thesis Research Credits can be applied.	12
Total Hours (minimum)	32
Minimum GPA:	3.0
Human Subjects Approval Required for Thesis A concentration is not required	

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[3] Educational Psychology Foundations:
- **Two hours.** One course from the psychological foundations of learning area: EPSY 400, 401, or 402. Students in master's certification programs may also take EPSY 485 to meet this requirement.
- **One track** of the following three options:
    - **Two hours.** One course from the psychological foundations of personality and development area: EPSY 405 or 406. Students in master's certification programs may also take EPSY 430 to meet this requirement.
    - Students planning to work with adults may take EPSY 407 for **four hours** to meet both of the above EPSY foundations requirements.

Four hours of EPSY 400, 401, 402, 404, 405, 406, or 408 meets both foundational requirements for EPSY.

[4] Philosophical and Social Foundations:
Two hours. One course from the social foundations requirements: EPS 400, 402, 403, 404, 420, 421, 423, 424, and 426.
Two hours. A second course from the philosophical foundations area: EPS 401, 410, 411, 412, 413, and 414.
Approval must be given to allow a four-hour course to fulfill two requirements.

C.A.S., EPOL	Min. Required Hours
For Students who have completed a Master's degree at the University of Illinois at Urbana-Champaign: The entire program must be planned in advance and must be preceded by at least two years of acceptable professional work experience. Core Subject Matter Courses and Electives beyond the master's degree as defined by Department and Division and approved by Advisor. A minimum of 16 hours must be 500-level. 595 Independent Study can be applied up to 8 hours.	32
Students who have completed a Master's degree at an institution other than the University of Illinois at Urbana-Champaign must also fulfill the following additional requirements: Psychological Foundations Courses in Educational Psychology as Defined by College of Education - 4 hours [5] Philosophical and Social Foundations Courses as defined by College of Education - 4 hours[6]	
Minimum GPA (for both)	3.0
Additional Requirements: A concentration is not required. Master's Degree Required for Admission to C.A.S. C.A.S. Degree cannot be applied towards a doctoral degree.	

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[5] Educational Psychology Foundations:
- **Two hours.** One course from the psychological foundations of learning area: EPSY 400, 401, or 402.
- **One track** of the following three options:
  - **Two hours.** One course from the psychological foundations of personality and development area: EPSY 405 or 406.
  - Students planning to work with adults may take EPSY 407 for **four hours** to meet both of the above EPSY foundations requirements.
  - **Four hours** of EPSY 400, 401, 402, 404, 405, 406, or 408 meets both foundational requirements for EPSY.

[6] Philosophical and Social Foundations:
  Two hours. One course from the social foundations requirements: EPS 400, 402, 403, 404, 420, 421, 423, 424, and 426.
  Two hours. A second course from the philosophical foundations area: EPS 401, 410, 411, 412, 413, and 414. Approval must be given to allow a four-hour course to fulfill two requirements.

Ed.D., EPOL	Min. Required Hours
Completion of at least 64 credit hours beyond the master's degree:	
Specialization Courses as approved by Department, Division, and Advisor	24
Cognate Requirements (minimum applied toward degree)	16
Research Methods	8
Independent Study (595)	12
Thesis Hours Required (Minimum 4, Maximum 16)	4
Total Hours (minimum)	64
Minimum GPA	3.0
A concentration is not required. Master's Degree Required for Admission to Ed.D. Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination and during the graduating semester Residency: 16 hours over 4 consecutive semesters of study on campus Qualifying Exams Required Human Subjects Approval Required Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required	

Ph.D., EPOL	Min. Required Hours
Completion of at least 64 hours beyond the master's degree:	
Major Subject Course Work and Electives as Defined by Department and Division and approved by the Advisor	32
Independent Study (595)	12
599 Thesis Research Hours Required (Minimum: 4, Maximum 32)	4
Total Hours (minimum)	64
Minimum GPA	3.0
Competence in one of four research specialization areas as defined by College of Education. These courses are required, but hours do not count toward the degree. (The number of hours needed varies.)	
Other Requirements: A concentration is not required. Master's Degree Required for Admission to PhD Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination and during the graduating semester Residency: 2 consecutive full-time (12 hours) semesters of study on campus Qualifying Exams Required Human Subjects Approval Required Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required	

Appendix C:

Side-By-Side Comparison of Current and Proposed Degree Requirements

Current Requirements: Ed.M., EOL	Required Hours	Revised Requirements: Ed.M., EPOL	Revised Hours
Psychological Foundations Courses in Educational Psychology as Defined by College of Education	4	No change	4
Philosophical and Social Foundations Courses as defined by College of Education	4	No change	4
500-Level Hours Required in Education: 12 hours	12	500-Level Core Subject Matter Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included).	12
400/500-Level Hours Required: 12 hours (Independent Study included)	12	400- or 500-level Elective Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included, up to 8 hours of 595 Independent Study can be applied).	12
Total Hours (minimum)	32	No change	32
Minimum GPA:	3.0	No change	3.0
A concentration is not required.		No change	

Required Requirements: Ed.M., EPS	Required Hours	Revised Requirements: Ed.M., EPOL	Revised Hours
Psychological Foundations Courses in Educational Psychology as Defined by College of Education	4	No change	4
Philosophical and Social Foundations Courses as defined by College of Education	4	No change	4
EPS 500	4	Removed	0
500-Level Hours Required: 8 hours (Independent Study included)	8	500-Level Core Subject Matter Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included).	12
Elective Hours: 400/500 Level Hours Required: 12 hours (Independent Study included)	12	400- or 500-level Elective Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included, up to 8 hours of 595 Independent Study can be applied).	12
Total Hours (minimum)	32	No change	32
Minimum GPA:	3.0	No change	3.0

Current Requirements: Ed.M., HRE	Required Hours	Revised Requirements: Ed.M., EPOL	Revised Hours
Psychological Foundations Courses in Educational Psychology as Defined by College of Education	4	No change	4
Philosophical and Social Foundations Courses as defined by College of Education	4	No change	4
HRD 400, 411, 472, 530, 585	20	Removed	0
HRD 412 or HRD 414	4	Removed	0
HRD 532 or 535 or 536	4	Removed	0
		500-Level Core Subject Matter Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included).	12
		400- or 500-level Elective Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included, up to 8 hours of 595 Independent Study can be applied).	12
Total Hours (minimum)	36		32
Other Requirements: A concentration is required.		Other Requirements: A concentration is not required	
Minimum GPA:	3.0	No change	3.0
Note: Currently, a concentration is required in HRE. The list of required courses reflects the present HRD graduate concentration. Under the proposal, the EPOL Ed.M. will not require a concentration. The HRD graduate concentration will remain as an option.			

Current Requirements: M.A., EPS	Required Hours	Revised Requirements: M.A., EPOL	Revised Hours
Psychological Foundations Courses in Educational Psychology as Defined by College of Education	4	No change	4
Philosophical and Social Foundations Courses as defined by College of Education	4	No change	4
EPS 500	4	Removed	0
500-Level Hours Required: 8 hours (Independent Study included)	8	500-Level Core Subject Matter Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included).	12
Elective Hours: 400/500 Level Hours Required: 12 hours (Independent Study included)	12	400- or 500-level Elective Courses as defined by Department and Division and approved by Advisor. 595 Independent Study can be applied up to a maximum of 8 hours. A minimum of 2 hours of 599 Thesis Research Credit is required. A maximum of 8 hours of 599 Thesis Research Credits can be applied.	12
Research/Project/Independent Study Hours (min/max applied towards degree)	0 - 8	No change	
Thesis Hours Required-EPOL 599 (min/max applied towards degree)	2 – 8	No change	
Total Hours (minimum)	32	No change	32
Minimum GPA:	3.0	No change	3.0
Human Subjects Approval Required		No change	

Current Requirements: M.S., EOL	Required Hours	Revised Requirements: M.A., EPOL	Revised Hours
Psychological Foundations Courses in Educational Psychology as Defined by College of Education	4	No change	4
Philosophical and Social Foundations Courses as defined by College of Education	4	No change	4
500-Level Hours Required in Education: 12 hours	12	500-Level Core Subject Matter Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included).	12
Elective Hours: 400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)	12	400- or 500-level Elective Courses as defined by Department and Division and approved by Advisor. 595 Independent Study can be applied up to a maximum of 8 hours. A minimum of 2 hours of 599 Thesis Research Credit is required. A maximum of 8 hours of 599 Thesis Research Credits can be applied.	12
Research/Project/Independent Study Hours (min/max applied towards degree)	0 - 8	No change	
Thesis Hours Required-EPOL 599 (min/max applied towards degree)	2 – 8	No change	
Total Hours (minimum)	32	No change	32
Minimum GPA:	3.0	No change	3.0
A concentration is not required. Human Subjects Approval Required		No change	

Current Requirements: M.S., HRE	Required Hours	Revised Requirements: M.A., EPOL	Revised Hours
Psychological Foundations Courses in Educational Psychology as Defined by College of Education	4	No change	4
Philosophical and Social Foundations Courses as defined by College of Education	4	No change	4
HRD 400, 411, 472, 530, 540	20	Removed	0
HRD 412 or HRD 414	4	Removed	0
HRD 532 or 535 or 536	4	Removed	0
		500-Level Core Subject Matter Courses as defined by Department and Division and approved by Advisor (599 Thesis Research Credit not included).	12
		400- or 500-level Elective Courses as defined by Department and Division and approved by Advisor. 595 Independent Study can be applied up to a maximum of 8 hours. A minimum of 2 hours of 599 Thesis Research Credit is required. A maximum of 8 hours of 599 Thesis Research Credits can be applied.	12
Thesis Hours Required—EPOL 599 (min/max applied toward degree)	2 – 8	No change	
Total Hours (minimum)	38		32
Minimum GPA:	3.0	No change	3.0
A concentration is not required. Human Subjects Approval Required		No change	

Current Requirements: C.A.S., EOL	Required Hours	Revised Requirements: C.A.S., EPOL	Revised Hours
Elective Hours: 500-Level Hours Required in Education: 16 hours General Coursework Required: 16 hours	32	For Students who have completed a Master's degree at the University of Illinois at Urbana-Champaign: The entire program must be planned in advance and must be preceded by at least two years of acceptable professional work experience. Core Subject Matter Courses and Electives beyond the master's degree as defined by Department and Division and approved by Advisor. A minimum of 16 hours must be 500-level. 595 Independent Study can be applied up to 8 hours.	32
If the student does not have a Master's degree from the University of Illinois at Urbana-Champaign, Foundation Courses must be completed: Psychological Foundations Courses in Educational Psychology as Defined by College of Education - 4 hours Philosophical and Social Foundations Courses as defined by College of Education - 4 hours		Students who have completed a Master's degree at an institution other than the University of Illinois at Urbana-Champaign must also fulfill the following additional requirements: Psychological Foundations Courses in Educational Psychology as Defined by College of Education - 4 hours (Footnote 1, p. 14) Philosophical and Social Foundations Courses as defined by College of Education - 4 hours (Footnote 2, p. 14)	
Research/Project/Independent Study Hours (min/max applied towards degree)	0 - 8	No change	
Total Hours (minimum)	32	No change	
Minimum GPA:	3.0	No change	3.0
A concentration is not required.		Additional Requirements: A concentration is not required. Master's Degree Required for Admission to C.A.S. C.A.S. Degree cannot be applied towards a doctoral degree.	

Current Requirements: C.A.S., HRE	Required Hours	Revised Requirements: C.A.S., EPOL	Min. Revised Hours
Elective Hours: 500-Level Hours Required in Education: 16 hours General Coursework Required: 16 hours	32	For Students who have completed a Master's degree at the University of Illinois at Urbana-Champaign: The entire program must be planned in advance and must be preceded by at least two years of acceptable professional work experience. Core Subject Matter Courses and Electives beyond the master's degree as defined by Department and Division and approved by Advisor. A minimum of 16 hours must be 500-level. 595 Independent Study can be applied up to 8 hours.	32
If the student does not have a Master's degree from the University of Illinois at Urbana-Champaign, Foundation Courses must be completed: Psychological Foundations Courses in Educational Psychology as Defined by College of Education - 4 hours Philosophical and Social Foundations Courses as defined by College of Education - 4 hours		Students who have completed a Master's degree at an institution other than the University of Illinois at Urbana-Champaign must also fulfill the following additional requirements: Psychological Foundations Courses in Educational Psychology as Defined by College of Education - 4 hours (Footnote 1, p. 14) Philosophical and Social Foundations Courses as defined by College of Education - 4 hours (Footnote 2, p. 14)	
Research/Project/Independent Study Hours (min/max applied towards degree)	0 - 8	No change	
Total Hours (minimum)	32	No change	
Minimum GPA:	3.0	No change	3.0
A concentration is not required.		Additional Requirements: A concentration is not required. Master's Degree Required for Admission to C.A.S. C.A.S. Degree cannot be applied towards a doctoral degree.	

Current Requirements: Ed.D., EOL	Required Hours-	Revised Requirements: Ed.D., EPOL	Min. Revised Hours
		Completion of at least 64 credit hours beyond the master's degree:	
Elective Hours: General Coursework Required	36	Specialization Courses as approved by Department, Division, and Advisor	24
Cognate Requirement (minimum applied toward degree)	16	No change	16
Research Methods	8	No change	8
Research/Project/Independent Study Hours (min/max applied toward degree):	0-12	Independent Study (595)	12
Thesis Hours Required– 599 (min/max applied toward degree):	4-16	No change	4-16
Total Hours (minimum)	64	No change	64
Minimum GPA	3.0	No change	3.0
Other Requirements: A concentration is not required. Master's Degree Required for Admission to Ed.D. Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination, 4 hours during the graduating semester, and 0 hours for all other semesters Residency: 16 hours over 4 consecutive semesters of study on campus Qualifying Exams Required Human Subjects Approval Required Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required		Other Requirements: A concentration is not required. Master's Degree Required for Admission to Ed.D. Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination and during the graduating semester Residency: 16 hours over 4 consecutive semesters of study on c Qualifying Exams Required Human Subjects Approval Required Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required	

Current Requirements: Ph.D., EOL	Required Hours-	Revised Requirements: Ph.D., EPOL	Min. Revised Hours
		Completion of at least 64 hours beyond the master's degree:	
Elective Hours: Minimum Hours Required in Education: 32 hours General Coursework Required: 28 hours	60	Major Subject Course Work and Electives as Defined by Department and Division and approved by the Advisor	32
Competence in one of four research specialization areas. These courses are required, but hours do not count toward the degree. (The number of hours needed varies.)		Competence in one of four research specialization areas as defined by College of Education. These courses are required, but hours do not count toward the degree. (The number of hours needed varies.)	
Research/Project/Independent Study Hours (min/max applied toward degree):	0-12	Independent Study 595	12
Thesis Hours Required – EPOL 599 (min/max applied toward degree):	4-32	No change	4-32
Minimum GPA	3.0	No change	3.0
Total Hours (minimum)	64	No change	64
Other Requirements: A concentration is not required. Master's Degree Required for Admission to PhD Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination and during the graduating semester and 0 hours for all other semesters Residency: 2 consecutive full-time (12 hours) semesters of study on campus Early Research Requirement Qualifying Exam Required Human Subjects Approval Required Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required		Other Requirements: A concentration is not required. Master's Degree Required for Admission to PhD Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination and during the graduating semester Residency: 2 consecutive full-time (12 hours) semesters of study on campus Qualifying Exams Required Human Subjects Approval Required Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required	

Current Requirements: Ph.D., EPS	Required Hours-	Revised Requirements: Ph.D., EPOL	Revised Hours
		Completion of at least 64 hours beyond the master's degree:	
EPS 500 (new students only)	4	Removed	
Elective Hours: Minimum Hours Required in Education: 28 hours General Coursework Required: 28 hours	56	Major Subject Course Work and Electives as Defined by Department and Division and approved by the Advisor	32
Research/Project/Independent Study Hours (min/max applied toward degree):	0-12	Independent Study (595)	12
Thesis Hours Required –599 (min/max applied toward degree):	4-32	No change	4-32
Competence in one of four research specialization areas. These courses are required, but hours do not count toward the degree. (The number of hours needed varies.)		Competence in one of four research specialization areas as defined by College of Education. These courses are required, but hours do not count toward the degree. (The number of hours needed varies.)	
Minimum GPA:	3.0	No change	3.0
Total Hours (minimum)	64	No change	64
Other Requirements: A concentration is not required. Master's Degree Required for Admission to PhD Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination and during the graduating semester and 0 hours for all other semesters Residency: 2 consecutive full-time (12 hours) semesters of study on campus Early Research Requirement Qualifying Exam Required Human Subjects Approval Required Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required		Other Requirements: A concentration is not required. Master's Degree Required for Admission to PhD Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination and during the graduating semester Residency: 2 consecutive full-time (12 hours) semesters of study on campus Qualifying Exams Required Human Subjects Approval Required Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required	

Current Requirements: Ph.D., HRE	Required Hours-	Revised Requirements: Ph.D., EPOL	Min. Revised Hours
		Completion of at least 64 hours beyond the master's degree:	
Prerequisites: HRD 400, 411, 530 (do not count toward degree requirements)	0	Removed	
Elective Hours: Major Subject Area (including 24 hours from the HRD concentration list) up to 8 hours may be non-HRD courses: 32 hours General Coursework Required: 28 hours	60	Major Subject Course Work and Electives as Defined by Department and Division and approved by the Advisor	32
Research/Project/Independent Study Hours (min/max applied toward degree):	0-12	Independent Study (595)	12
Thesis Hours Required –599 (min/max applied toward degree):	4-32	No change	4-32
Competence in one of four research specialization areas. These courses are required, but hours do not count toward the degree. (The number of hours needed varies.)		Competence in one of four research specialization areas as defined by College of Education. These courses are required, but hours do not count toward the degree. (The number of hours needed varies.)	
Minimum GPA	3.0	No change	3.0
Total Hours (minimum)	64	No change	64
Other Requirements: A concentration is required. Master's Degree Required for Admission to PhD Residency: 2 consecutive full-time (12 hours) semesters of study on campus Early Research Requirement Qualifying Exams Required Human Subjects Approval Required Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required		Other Requirements: A concentration is not required. Master's Degree Required for Admission to PhD Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination and during the graduating semester Residency: 2 consecutive full-time (12 hours) semesters of study on campus Qualifying Exams Required Human Subjects Approval Required Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required	

Appendix D: Side-by-Side Comparison of Self-Supporting Programs[7]

PGM_CD	CONCENT_CD	Current PGM_DESC	CONCENT_TITLE_30	PGM_Desc/EPOL Major	CONCENT_TITLE
10KS0209CASX	No conc	CAS:Educ Org & Leadershp -UIUC		CAS: EPOL-UIUC	
10KS0209EDDX	No conc	EDD:Educ Org & Leadershp -UIUC		EDD: EPOL-UIUC	
10KS0209EDMU	No conc	EDM:Educ Org & Leadershp -UIUC		EDM: EPOL-UIUC	
10KS0209EDMX	No conc	EDM:Educ Org & Leadershp -UIUC		EDM: EPOL-UIUC	
10KS0220EDMU	No conc	EDM: Ed Policy St -- UIUC		EDM:EPOL-UIUC	
10KS4096EDMU	5087	EDM:Human Resource Ed - UIUC	eLearning	EDM: EPOL-UIUC	eLearning
10KS4096EDMU	5138	EDM:Human Resource Ed - UIUC	Commnty Coll Teaching & Learng	EDM: EPOL-UIUC	Commnty Coll Teaching & Learng
10KS4096EDMU	5137	EDM:Human Resource Ed - UIUC	Human Resource Development	EDM: EPOL-UIUC	Human Resource Development
10KS4096NDEU	5088	NDEG: HRE Online -UIUC	Foundations of eLearning	NDEG: EPOL Online-UIUC	Foundations of eLearning
10KS4096NDEU	5089	NDEG: HRE Online -UIUC	Management of eLearning	NDEG-EPOL Online-UIUC	Management of eLearning
10KS4096NDEU	5137	NDEG: HRE Online -UIUC	Human Resource Development	NDEG:EPOL Online-UIUC	Human Resource Development
10KS4096NDEU	5138	NDEG: HRE Online -UIUC	Commnty Coll Teaching & Learng	NDEG:EPOL Online-UIUC	Commnty Coll Teaching & Learng
10KS4096NDEU	No conc	NDEG: HRE Online -UIUC		NDEG:EPOL Online-UIUC	
1EKS0220EDMU	no conc	EDM: Ed Policy St - UIUC		EDM:EPOL-UIUC	
1EKS4096EDMU	5138	EDM:Human Resource Ed - UIUC	Commnty Coll Teaching & Learng	EDM:EPOL-UIUC	Commnty Coll Teaching & Learng
1EKS4096NDEU	5138	NDEG: HRE Online -UIUC	Commnty Coll Teaching & Learng	NDEG:EPOL ONLINE-UIUC	Commnty Coll Teaching & Learng

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[7] Note that no new self-supporting programs are created here. The table reflects existing such programs under the proposed redesignated major only.

APPENDIX E

UNIVERSITY OF
ILLINOIS
AT URBANA-
CHAMPAIGN

University Library

Office of Dean of Libraries
and University Librarian
230 Main Library, MC-522
1408 West Gregory Drive
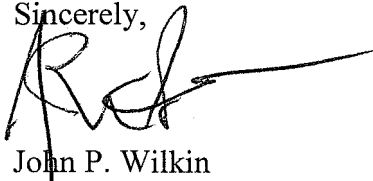Urbana, IL 61801

October 4, 2013

K. Peter Kuchinke
Professor and Director of Graduate Studies
Department of Education Policy, Organization and Leadership
355 Education Bldg.
M/C 708

Dear Dr. Kuchinke:

Thank you for providing the University Library with the opportunity to review the Department of Education Policy, Organization and Leadership's proposal to the Senate Committee on Educational Policy to redesignate the graduate majors in Educational Policy Studies, Educational Organization and Leadership and Human Resource Education as a single graduate major in Education Policy, Organization and Leadership. Based upon the proposal that you submitted to the Library on October 3, 2013, we do not believe that there will be any substantive impact on existing library offerings-either in terms of library materials or personnel.

If additional services or materials are required as the program evolves, I have every confidence that we will be able to work together to meet the needs of the students.

Sincerely,

John P. Wilkin
Ju nita J. and Robert E. Simpson
an of Libraries and University Librarian

c: Nancy P. O'Brien
        Kathy Stalter, Asst. to AD for Student Academic Affairs, College of Education
        Thomas Teper

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820

April 4, 2014

Gay Miller, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Education and the Graduate College to redesignate the graduate majors in Educational Policy Studies, Educational Organization and Leadership and Human Resource Education as the graduate major in Education Policy, Organization and Leadership.

The proposal has been reviewed and approved by the College of Education as well as the Graduate College Executive Committee. It now requires Senate review.

Sincerely,

Kristi A. Kuntz
Assistant Provost

Enclosures

c: K. Kuchinke
    M. Lowry
    C. Span
    K. Stalter

UNIVERSITY OF ILLINOIS
AT URBANA–CHAMPAIGN

April 2, 2014

Executive Committee

2013-2014 Members

Debasish Dutta, *Chair*

Members

David Ceperley

Dilip Chhajed

Susan Cole

Susan Garnsey

Tina Greenlee

David Hays

Christine Jenkins

Ashleigh Jones

Jack Juvik

Ramona Oswald

Yoon Pak

Glaucio Paulino

Dana Rabin

Joseph Rosenblatt

Carla Santos

Renee Trilling

Kristi Kuntz
Office of the Provost
207 Swanlund MC-304

Dear Kristi,

Enclosed please find the proposal seeking to redesignate the graduate majors in Educational Policy Studies, Educational Organization and Leadership and Human Resource Education as a single graduate major in Education Policy, Organization and Leadership, Department of Education Policy, Organization and Leadership.

The Graduate College Executive Committee has approved this proposal. I send it to you now for further review.

Sincerely,

John C. Hart
Associate Dean, Graduate College

c: A. Edwards
A. Kopera
M. Lowry