Program Change Request

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

Viewing: **5096 : Higher Education – Floating (on <u>campus)</u> ~~campus & online)~~**

Last approved: 09/11/20 3:18 pm

Last edit: 08/23/23 8:43 am

Changes proposed by: Laura Ketchum

Higher Education Concentration

Catalog Pages Using this Program

Proposal Type:

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

5. 04/14/23 2:02 pm Karla Moller (kjmoller): Approved for KN Dean
6. 04/14/23 2:17 pm Chris Prom (prom): Approved for University Librarian
7. 05/03/23 2:58 pm Allison McKinney (agrindly): Approved for Grad_College
8. 05/03/23 3:13 pm Brenda Clevenger (bmclvngr): Approved for COTE Programs
9. 08/23/23 8:34 am Brooke Newell (bsnewell): Approved for Provost

History

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

Concentration (ex. Dietetics)

This proposal is for a:
Revision

Administration Details

Official Program Name	Higher Education - Floating (on campus) campus & online)
Diploma Title	
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership

Sponsor Name	Yoon Pak
Sponsor Email	yoonpak@illinois.edu
College Contact	Lori Fuller ~~Kathy Stalter~~

College Contact
Email

harvey1@illinois.edu ~~kstalter@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 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.

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.

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

Code	Title	Hours
Required courses:		12
EPOL 551	Organization of Higher Education	
EPOL 552	Foundation of Higher Education	
EPOL 563	The College Student	
Select 4 hours from the following courses:		4
EPOL 555	Higher Education Finance	

Code	Title	Hours
EPOL 558	The Community College	
EPOL 559	Higher Education Law	
EPOL 561	Changing College Curriculum	
EPOL 562	Diversity in Higher Education	
EPOL 566	Public Policy in Higher Education	
Select 8 hours from the following courses:		8
EPOL 555	Higher Education Finance	
EPOL 558	The Community College	
EPOL 559	Higher Education Law	
EPOL 560	Student Affairs Administration	
EPOL 561	Changing College Curriculum	
EPOL 562	Diversity in Higher Education	
EPOL 564	College Student Development	
EPOL 565	Critical Issues in Higher Education	
EPOL 566	Public Policy in Higher Education	
Total Hours		24

<div align="center">Course List</div>

Code	Title	Hours
Select 24 hours from the following courses:		24
EOL 570	Organization of Higher Education	
EOL 571	Foundation of Higher Education	
EOL 572	The College Student	
EOL 573	The Community College	
EOL 580	Critical Issues in Higher Education	
EOL 583	Student Affairs Administration	
EOL 585	College Teaching	
EOL 589	Internship in Education Policy, Organization and Leadership	
EPOL 595	Independent Study	
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?

No

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.~~
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.

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 change

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 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

EP Control Number	EP.24.002
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	Higher Education
Program Code:	5096

Minor Code		Conc Code	5096	Degree Code		Major Code	

Senate Approval Date	
Senate Conference Approval Date	

BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Deb Forgacs (dforgacs) (12/16/21 3:30 pm):** Rollback: requested. **Deb Forgacs (dforgacs) (07/14/22 9:51 am):** Rollback: Delivery method. **Liv Thorstensson Davila (livtd) (11/04/22 2:07 pm):** Rollback: As requested **Deb Forgacs (dforgacs) (11/04/22 2:22 pm):** Rollback: as requested. **Brooke Newell (bsnewell) (01/19/23 2:33 pm):** Rollback: Email sent to Laura Ketchum and Lori Fuller **Brooke Newell (bsnewell) (04/06/23 1:42 pm):** Rollback: email sent to Laura, Lori, and Mary **Brooke Newell (bsnewell) (05/05/23 9:47 am):** Updated Official Program Name and added Justification information regarding delivery modality revision per conversation with DMI.

Key: 994

5506: Higher Education, Graduate Concentration Revision

Courses removed
Courses added
Currently cross-listed courses

Select 24 hours from the following courses:

EOL 570: Organization of Higher Education	=	EPOL 551: Organization of Higher Education
EOL 571: Foundation of Higher Education	=	EPOL 552: Foundation of Higher Education
EOL 572: The College Student	=	EPOL 563: The College Student
EOL 573: The Community College	=	EPOL 558: The Community College
EOL 580: Critical Issues in Higher Ed	=	EPOL 565: Critical Issues in Higher Education
EOL 583: Student Affairs Administration	=	EPOL 560: Student Affairs Administration
EOL 585: College Teaching	=	EPOL 554: College Teaching
EOL 589: Internship in Higher Ed	=	EPOL 598: Internship in Education Policy, Organization & Leadership
EOL 590: Advanced Seminar	=	EPOL 590: Advanced Graduate Seminar
EPOL 595 Independent Study	=	EPOL 595 Independent Study

Current Requirements	Credit hours
Select 24 hours from the following courses:	24
EOL 570: Organization of Higher Education	
EOL 571: Foundation of Higher Education	
EOL 572: The College Student	
EOL 580: Critical Issues in Higher Ed	
EOL 585: College Teaching	
EOL 573: The Community College	
EOL 583: Student Affairs Administration	
EOL 580: Critical Issues in Higher Ed	
EOL 589: Internship in Higher Ed	
EOL 590: Advanced Seminar	
EPOL 595 Independent Study	
TOTAL	24

Proposed Requirements Showing Changes	Credit hours
12 hours required:	12
EPOL 551: Organization of Higher Education	
EPOL 552: Foundation of Higher Education	
EPOL 563: The College Student	
AND 4 hours from the following courses:	4
EPOL 565: Critical Issues in Higher Education	
EPOL 554: College Teaching	
EPOL 555: Higher Education Finance	
EPOL 558: The Community College	
EPOL 559: Higher Education Law	
EPOL 561: Changing College Curriculum	
EPOL 562: Diversity in Higher Education	
AND 8 hours from the following courses:	8
EPOL 555: Higher Education Finance	
EPOL 558: The Community College	
EPOL 559: Higher Education Law	
EPOL 560: Student Affairs Administration	
EPOL 561: Changing College Curriculum	
EPOL 562: Diversity in Higher Education	
EPOL 564: College Student Development	
EPOL 565: Critical Issues in Higher Education	
EPOL 566: Public Policy in Higher Ed	
EPOL 598: Internship in Education Policy, Organization & Leadership	
EPOL 590: Advanced Graduate Seminar	
EPOL 595 Independent Study	
TOTAL	24

Proposed Requirements Final	Credit Hours
12 hours required:	12
EPOL 551: Organization of Higher Education	
EPOL 552: Foundation of Higher Education	
EPOL 563: The College Student	
AND 4 hours from the following courses:	4
EPOL 555: Higher Education Finance	
EPOL 558: The Community College	
EPOL 559: Higher Education Law	
EPOL 561: Changing College Curriculum	
EPOL 562: Diversity in Higher Education	
EPOL 566: Public Policy in Higher Ed	
AND 8 hours from the following courses:	8
EPOL 555: Higher Education Finance	
EPOL 558: The Community College	
EPOL 559: Higher Education Law	
EPOL 560: Student Affairs Administration	
EPOL 561: Changing College Curriculum	
EPOL 562: Diversity in Higher Education	
EPOL 564: College Student Development	
EPOL 565: Critical Issues in Higher Education	
EPOL 566: Public Policy in Higher Ed	
TOTAL	24