New Proposal

Date Submitted: 01/05/23 4:30 pm

Viewing: **: Education Policy, Organization & Leadership: Instructional Design, Technology, & Organization, EdM (on-campus & online)**

Last edit: 08/23/23 8:45 am

Changes proposed by: Grace Oh

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. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

Approval Path

1. 01/06/23 8:38 am
   Deb Forgacs
   (dforgacs):
   Approved for U
   Program Review
2. 01/09/23 2:18 pm
   Lorenzo Baber
   (ldbaber):
   Approved for 1760
   Committee Chair
3. 01/09/23 3:06 pm
   Laura Ketchum
   (ketchum):
   Approved for 1760
   Head
4. 01/30/23 10:55
   am
   Liv Thorstensson
   Davila (livtd):
   Approved for KN

Committee Chair

5. 02/16/23 1:57 pm
Karla Moller (kjmoller): Approved for KN Dean

6. 02/16/23 2:02 pm
Chris Prom (prom): Approved for University Librarian

7. 02/27/23 12:33 pm
Allison McKinney (agrindly): Rollback to 1760 Committee Chair for Grad_College

8. 04/03/23 9:00 am
Liv Thorstensson Davila (livtd): Approved for 1760 Committee Chair

9. 04/03/23 9:41 am
Laura Ketchum (ketchum): Approved for 1760 Head

10. 04/03/23 10:46 am
Liv Thorstensson Davila (livtd): Approved for KN Committee Chair

11. 04/03/23 6:05 pm
Karla Moller (kjmoller): Approved for KN Dean

12. 04/03/23 6:53 pm
Chris Prom (prom): Approved for University Librarian

13. 05/03/23 2:59 pm
Allison McKinney (agrindly): Approved for

Grad_College
14. 08/23/23 8:34 am
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type:
  Concentration (ex. Dietetics)

Administration Details

Official Program Name	Education Policy, Organization & Leadership: Instructional Design, Technology, & Organization, EdM (on-campus & online)
Diploma Title	Master of Education
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership
Sponsor Name	Yoon Pak
Sponsor Email	yoonpak@illinois.edu

College Contact   Lori A Fuller   College Contact Email

  harvey1@illinois.edu

College Budget Officer	Amanda C 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

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)

Establish a concentration in Instructional Design, Technology, and Organization in the Master of Education in Education Policy, Organization and Leadership in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

No

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

The IDTO Concentration covers foundational knowledge and competencies in instructional system design and learning technology integration to create innovative learning and development solutions in workplace settings. In addition, the IDTO concentration coursework will help learners develop skills in various topical areas (e.g., project management, program evaluation, consulting with organizations).

The IDTO Concentration aims to develop capable professionals who can lead the efforts to meet the many increasing needs of workplaces and workforce development to expand the existing learning and development solutions as well as create innovative ones, in response to changing organizational needs as well as major systemic changes.

Since 2018, EPOL has been delivering training and learning development courses to hundreds of working adults through the Instructional Design MasterTrack Certificate (IDMTC) through Coursera. Building on the success of IDMTC, EPOL recently launched the Instructional System Design Management and Leadership (ISDML) CERT program and successfully recruited the first cohort as of Fall 2022. The IDTO Concentration offers a way to 'funnel' students from the non- degree programs into the degree program as it provides a way for students to stack the credits from the non-degree program onto the requirements of the degree program.

There is a growing and sustainable need to efficiently upskill the training and learning development workforce around the world during and after the pandemic. Workplaces and organizations are increasing their instructional system design capacity so they can respond more effectively to the next systemic interruption (i.e., pandemic). A recent market analysis by Eduventures, in partnership with UIUC's Center for Innovation in Teaching and Learning (CITL), has substantiated the identification of instructional design and technology as a growth area within an otherwise dwindling Education market.

In terms of potential employment opportunities, nationally, according to the Bureau of Labor Statistics by the U.S. Department of Labor, the employment outlook for instructional designers is projected to experience an 11 percent increase in positions between 2016 and 2026. Moreover, due to the pandemic, the development of and movement towards online learning and training have brought growing demands in this field. According to a publication by Inside HigherEd (Decherney & Lavander, April 24, 2020), instructional design is considered as the "hottest job in higher education." As of May 2021, there were 25,000 relevant job postings on Burning Glass.

Therefore, we anticipate that this IDTO Concentration will support both currently growing, high-demand job opportunities as well as educational requirements necessary to obtain employment. It is evident that investing in the IDTO Concentration would provide job seekers and employers with the resources necessary to meet Illinois' current and future workforce demands. Accordingly, the IDTO Concentration has the potential to be a new stream of revenue for the college and campus. In addition, grounded in EPOL's experience in managing online programs for more than 20 years (i.e., the Human Resource Development Online was launched in 1998), the IDTO

Concentration is well-positioned to scale up its delivery to a wide workforce audience around the world.

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.

The concentration in Instructional Design, Technology, and Organization (IDTO) will be housed in the Department of Education Policy, Organization and Leadership (EPOL).

General EPOL Learning Outcomes:

Upon the conclusion of the Ed.M. program in EPOL, students will be able to
• Demonstrate knowledge and skills in developing, implementing, and evaluating evidence-based programs and practices
• Comprehend current topics and trends in EPOL-wide fields that inform evidence-based practices to improve equity, diversity, and social justice across a wide range of educational, professional, and organizational contexts

Specific IDTO Learning Outcomes:

Additionally, graduates of the IDTO concentration will be able to:

• Design scalable learning systems and solutions for developing working professionals' capabilities in the workplace;
• Develop learning systems and solutions for broadly defined learning and performance outcomes in the workplace across industries;
• Modify existing learning systems and solutions for remote and online delivery;
• Facilitate adoptions of innovations in broadly defined learning and performance contexts in the workplace;
• Evaluate the impact of learning systems and solutions in the workplace;
• Managing the process and resources involved in instructional system design

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

Describe here:

For annual Learning Outcomes Assessment Report (LOAR), EPOL collect data from students and faculty in the department to understand how we can continuously improve our curriculum and learning opportunities so EPOL students can attain the intended learning outcomes at Department level and at Concentration level.

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcomes, which fosters a comprehensive academic identity of the EPOL department based on our core mission. In particular, EPOL programs will enable students to conduct high quality scholarly research and to commit to continuous improvement of equity, diversity, and social justice. Our programs also enable students to support and collaborate with multidisciplinary areas of concentrations, in order to identify synergies to address the most critical issues in PK-12, post-secondary, workplace learning, and lifelong learning and education contexts.
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.

[Administration of Learning Outcomes Assessment]
(1) Department level:
- Goal: ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise
- Data sources: student input, faculty input, College Academic Program Committee, Campus Policies
- Frequency: Once a month during department leadership meeting
(2) Program level:
- Goal: Ensure the learning outcomes at program level align with departmental policies and operational capacities
- Data sources: Student input, Faculty input, Departmental Graduate Program Committee (GPC)
-Frequency: Once a month during department GPC meeting (AY)
(3) Concentration level
- Goal: Ensure the learning outcomes at concentration level align with faculty expertise and operational capacities
- Data sources: Student input and faculty input
- Frequency: Once a month during concentration faculty meeting (AY)

With the creation of IDTO, the learning outcomes of this concentration will be added as part of annual LOAR activity of EPOL.

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.

Faculty expectations for students' achievement on the learning outcomes at the concentration will be outlined in the course syllabi by specifying the expectation and quality of course deliverables. More specifically, in aligned with the concentration level learning outcomes, students will accomplish design documents, evaluation reports, development artifacts such as learning systems and solutions, reviews and analyses of current learning systems and solutions, presentations, and academic papers in the courses.

In addition, for formal learning, information such as students' GPAs, publications in peer-reviewed publications in peer-reviewed scholarly and trade publications, awards and scholarships received by students, course evaluations, and feedback to the faculty and department are used to identify to what extent and in what areas that students are achieving learning outcomes. For non-formal learning and informal learning, information such as 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 are used to identify to what extent and in what areas students are achieving the learning outcomes.

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

This annual report including learning outcome assessment results will be shared with the EPOL Graduate Program Committee to review with faculty within their program area in order to discuss the findings and implementation of recommendations.

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.

Attach Program of
Study-related
information such
as sample
sequences (for
undergraduate
programs) or
college-level

01052023_EPOL Program Codes.docx

forms.

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.

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head of the department: Yoon Pak
directors of graduate studies: Lorenzo Baber, Liv T. Davila
graduate admissions information: Linda Stimson (on campus) and Jena Pfoff (online/off-campus)

overview of admissions & requirements: College of Education
overview of grad college admissions & requirements: https://grad.illinois.edu/admissions/apply

department website: https://education.illinois.edu/epol
program website: College of Education Programs
department faculty: Education Policy, Organization & Leadership Faculty

college website: http://education.illinois.edu/

department office: 142 Education Building, 1310 South Sixth Street, Champaign, IL 61820
phone: (217) 244-3542
email: gradservices@education.illinois.edu

This concentration is available for:

Education Policy, Organization and Leadership, EdM (on campus & online)

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
EPOL 472	Instructional and Training System Design	4
EPOL 483	Learning Technologies	4
ERAM 556	Program Evaluation	4
Total Hours		12

Program Relationships

Corresponding Program(s):

Corresponding Program(s)

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

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.)

  ● The course credits achieved from IDMTC or ISDML non-degree programs can be
  counted toward the degree requirement of the concentration upon admission.
  ● Admissions three times a year (every Fall, Spring, and Summer semester)

Delivery Method

This program is
available:
  On Campus and Online - 2 program types. Students can receive the entire program either on
  campus or online. Students can choose to take courses in either modality.

Describe the use of this delivery method:
                        The concentration will admit the students online or on-campus degree programs. If
                        students are admitted to online, students are expected to complete coursework online,
                        if they are admitted to on-campus program, students are expected to complete
                        coursework on campus.

Enrollment

Number of Students in Program (estimate)

Year One Estimate   10   5th Year Estimate (or when   20
                                            fully implemented)

Budget

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?

This is an additional concentration to our already existing programs in EPOL. We have been offering the proposed concentration courses on a regular basis. The concentration will be supported by the revenue of online program.

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.

The program is built upon the existing HRD concentration in terms of coursework and faculty expertise. All three courses have been offered on a regular basis. The proposed concentration coursework will not add significant teaching load to faculty. Also, EPOL has accumulated advising experience for non-degree and degree seeking students through our current on-campus and online programs. We are not anticipating a significant change of the advising load from the proposed concentration enrollment.

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.

The current library collections, resources and services are sufficient to support the students in the concentration.

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours: 100	12 Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours: 0	0 Percent of Total:
New curricula (Courses developed for the new program that have never been	Number of Credit Hours:	0 Percent of Total:

| offered): | 0 | | |
| Total Credit Hours of the Program: | Number of Credit Hours: | 12 Percent of Total: | |

100

New Faculty Required

Will new faculty expertise or new faculty members be needed to launch this program?

No

Please explain
existing coverage:
The concentration is built upon the existing HRD concentration in terms of coursework and faculty expertise. All three courses have been offered on a regular basis. EPOL has also accumulated extensive advising experience for non-degree and degree-seeking students through our current on-campus and online programs. We are not anticipating to appoint new faculty to deliver the proposed concentration courses.

Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

Institutional Funding

Please explain institutional funding for proposed program:

The concentration is built upon the existing HRD concentration in terms of coursework and faculty expertise. All three courses have been offered on a regular basis. EPOL has also accumulated extensive advising experience for non-degree and degree-seeking students through our current on-campus and online programs. The concentration will be supported by the revenue of online program.

EP Documentation

EP Control Number	EP.24.007
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Program Code:

| Minor | Conc | Degree | Major |
| Code | Code | Code | 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

Brooke Newell (bsnewell) (09/22/22 4:30 pm): Rollback: Email sent to sponsors.
Deb Forgacs (dforgacs) (10/10/22 11:22 am): Rollback: Questions in these areas: Program of Study table, Corresponding Programs, Learning Outcomes and Program codes. Email sent separately.
Mary Lowry (lowry) (12/07/22 12:53 pm): Rollback: Concentrations can not be self-supporting.
Liv Thorstensson Davila (livtd) (12/09/22 2:48 pm): Rollback: lowry: Concentrations can not be self-supporting.
Laura Ketchum (ketchum) (12/20/22 12:47 pm): Rollback: Update the official program name.
Brooke Newell (bsnewell) (01/04/23 2:52 pm): Rollback: Verify off-campus modality. See email sent by Emily Stuby to Grace Oh, Lori Fuller, and Laura Ketchum.
Allison McKinney (agrindly) (02/27/23 12:33 pm): Rollback: The Graduate College Program Subcommittee has reviewed this proposal and would like clarification regarding the similarities in required courses among this proposed new concentration and the existing concentrations in Learning, Design and Leadership and the Human Resource Development concentration. This concentration also overlaps with the requirements in the ISDML CERT. Please clarify the goals with creating a new concentration when the programming is already being offered under other

concentrations.

David Huang (wdhuang) (03/08/23 10:22 am): Thank you for sharing the concerns from the GEC reviewers. Please see my responses below. Response: 1. The proposed ISTO concentration differentiates from the Learning Design and Leadership concentration completely since the LDL concentration does not cover coursework on instructional system design, learning technologies and program evaluation. The ISTO concentration is positioned to be the first graduate concentration, funded by the I4G, at UIUC to fully focus on training instructional system design professionals at graduate level offered by an academic unit. 2. The proposed ISTO concentration differentiates from the Human Resource Development concentration substantially since the HRD concentration coursework only requires either EPOL 472 or EPOL 483 out of a 3-course sequence. 3. The ISDML CERT is filling the gap between undergraduate and graduate level training, while the ISTO concentration is targeting only graduate level training. The proposed ISTO concentration in fact will complete the non-degree to degree-seeking pipeline for those who want to receive comprehensive instructional system design and technology training. Please let me know if you or the review committee needs additional clarification from me. Thanks.

Program Codes
   a. 10KS5399EDM; On-Campus
   b. 10KS5399EDMU; Online
   c. 1EKS5399EDMU; Online