UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE
COMMITTEE ON EDUCATIONAL POLICY
(Final; Information)

EP.24.072   Report of Administrative Approvals through February 12, 2024

Senate committees are authorized to act for and in the name of the Senate on minor matters. Below is a listing of the administrative approvals the Senate Committee on Educational Policy approved at its meeting on February 12. For each program listing, there is no change to the total hours required. Additional information for each approval is attached.

A. <u>Graduate Programs</u>
1. **Revise the Concentration in Business Data Analytics in the Gies College of Business and the Graduate College** – revises course number due to renumbering and removes 3 corresponding programs that are no longer enrolling students.
2. **Revise the Master of Science in Bioengineering in the Grainger College of Engineering and the Graduate College** – removes 17 of the 21 hours of previously required BIOE 500-level coursework, increases technical elective hours selected in consultation with advisor, creates a new category of courses titled fundamental electives, and creates subcategories to provide clearer guidance to students about coursework they should take to fulfill degree requirements.
3. **Revise the Master of Education in Elementary Education in the College of Education and the Graduate College** – revises the Psychological Foundations course list to expand the course selection from 12 course list to any 400 level course in EPSY or EPSY 553; adds two additional course options to the Philosophical and Social Foundation list; revises the Program of Study table to remove phrase regarding 400/500 level hours required, moves the 12 hours of 500 level requirement statement to Other Requirements, removes the word Research from the statement 'Research/Project/Independent Study Hours', and moves the link from the Field Placement text in the Program of Study table to the Catalog Page text; and adds the statement "Master's degree students must take at least one course outside of their degree-granting department."
4. **Revise the Certificate of Advanced Study in Curriculum and Instruction in the College of Education and the Graduate College** – revises the Psychological Foundations course list to expand the course selection from 12 course list to any 400 level course in EPSY or EPSY 553; adds two additional course options to the Philosophical and Social Foundation list; revises credit for Foundations and updates hours required for Foundations courses; and removes the word Research from the statement 'Research/Project/Independent Study Hours'.
5. **Revise the Master of Arts in Curriculum and Instruction in the College of Education and the Graduate College** - revises the Psychological Foundations course list to expand the course selection from 12 course list to any 400 level course in EPSY or EPSY 553; adds two additional course options to the Philosophical and Social Foundation list; revises the Program of Study table to remove phrase regarding 400/500 level hours required, moves statement requiring 12 credit hours of 500-level credit to Other Requirements, moves the row for Thesis Research to be above Electives, and electives hours changes

because thesis was moved out of the Elective section; adds the statement "Master's degree students must take at least one course outside of their degree-granting department."

6. **Revise the Master of Science in Curriculum and Instruction in the College of Education and the Graduate College** - revises the Psychological Foundations course list to expand the course selection from 12 course list to any 400 level course in EPSY or EPSY 553; adds two additional course options to the Philosophical and Social Foundation list; revises the Program of Study table to remove phrase regarding 400/500 level hours required, moves statement requiring 12 credit hours of 500-level credit to Other Requirements, moves the row for Thesis Research to be above Electives, and electives hours change because thesis was moved out of the Elective section; adds the statement "Master's degree students must take at least one course outside of their degree-granting department."

7. **Revise the Master of Education in Early Childhood Education in the College of Education and the Graduate College** - revises the Psychological Foundations course list to expand the course selection from 12 course list to any 400 level course in EPSY or EPSY 553; adds two additional course options to the Philosophical and Social Foundation list; revises the Program of Study table to remove phrase regarding 400/500 level hours required, moves statement requiring 12 credit hours of 500-level credit to Other Requirements, removes the word Research from the statement 'Research/Project/Independent Study Hours', and moves the Field Placement text link from POS table to Catalog Page text; adds the statement "Master's degree students must take at least one course outside of their degree-granting department."

8. **Revise the Master of Education in Education Policy, Organization & Leadership in the College of Education and the Graduate College** - revises the Psychological Foundations course list to expand the course selection from 12 course list to any 400 level course in EPSY or EPSY 553; adds two additional course options to the Philosophical and Social Foundation list; adds the statement "Master's degree students must take at least one course outside of their degree-granting department."; moves the requirement for minimum number of 500-level hours to the Other Requirements section, and revises the coursework hours listed in POS for clarity.

9. **Revise the Master of Arts in Education Policy, Organization & Leadership in the College of Education and the Graduate College** - revises the Psychological Foundations course list to expand the course selection from 12 course list to any 400 level course in EPSY or EPSY 553; adds two additional course options to the Philosophical and Social Foundation list; revises the Program of Study table to move the minimum number of 500 level hours statement to Other Requirements, moves the Thesis requirement row above coursework, revises number of coursework hours accordingly, and removes thesis note from coursework row; and adds the statement "Master's degree students must take at least one course outside of their degree-granting department."

10. **Revise the Master of Education in Educational Psychology in the College of Education and the Graduate College** - revises the Psychological Foundations course list to expand the course selection from 12 course list to any 400 level course in EPSY or EPSY 553; adds two additional course options to the Philosophical and Social Foundation list; revises the Program of Study table to remove the 400/500 hours required, moves the 500 level requirement to Other Requirements, removes the word Research from the statement 'Research/Project/Independent Study Hours'; and adds the statement "Master's degree students must take at least one course outside of their degree-granting department."

11. **Revise the Master of Arts in Educational Psychology in the College of Education and the Graduate College** - revises the Psychological Foundations course list to expand the course selection from 12 course list to any 400 level course in EPSY or EPSY 553; adds two additional course options to the Philosophical and Social Foundation list; revises the Program of Study table to remove the 400/500 hours

required, moves the 500 level requirement to Other Requirements, and moves the thesis requirement row above Elective header; and adds the statement "Master's degree students must take at least one course outside of their degree-granting department."

12. **Revise the Master of Arts in Educational Psychology in the College of Education and the Graduate College** - revises the Psychological Foundations course list to expand the course selection from 12 course list to any 400 level course in EPSY or EPSY 553; adds two additional course options to the Philosophical and Social Foundation list; revises the Program of Study table to move the 500 level requirement to Other Requirements, moves the thesis requirement row, adjusts the coursework hours accordingly; and adds the statement "Master's degree students must take at least one course outside of their degree-granting department."

Program Change Request

Date Submitted: 12/01/23 3:18 pm

Viewing: **5500 : Business Data Analytics - Floating**

Last approved: 06/14/21 4:00 pm

Last edit: 02/20/24 11:50 am

Changes proposed by: Lorena Nicholas

[Business Data Analytics](#)

Catalog Pages
Using this
Program

Proposal Type:

Approval Path

1. 12/06/23 10:10 am
   Donna Butler (dbutler): Approved for U Program Review
2. 12/06/23 10:59 am
   Brian Fulton (bfulton): Approved for 1902 Committee Chair
3. 12/06/23 11:42 am
   Carlos Torelli (ctorelli): Approved for 1902 Head
4. 12/14/23 3:59 pm

Mitch Fisher (mfisher6): Approved for KM Committee Chair

5. 01/05/24 10:19 am
Brooke Elliott (wbe): Approved for KM Dean

6. 01/07/24 10:11 am
Claire Stewart (clairest): Approved for University Librarian

7. 01/25/24 1:55 pm
Allison McKinney (agrindly): Approved for Grad_College

8. 02/01/24 3:27 pm
Suzanne Lee (suzannel): Approved for COTE Programs

9. 02/08/24 3:20 pm
Brooke Newell (bsnewell): Approved for Provost

History

1. Aug 7, 2019 by Deb Forgacs (dforgacs)
2. Jun 12, 2020 by Lorena Nicholas (lorenan)
3. Jun 14, 2021 by Lorena Nicholas (lorenan)

Concentration (ex. Dietetics)

This proposal is for a:
Revision

Administration Details

Official Program Name	Business Data Analytics - Floating
Diploma Title	
Sponsor College	Gies College of Business
Sponsor Department	Business Administration
Sponsor Name	Nerissa Brown, ~~Jeffrey Loewenstein,~~ Associate Dean of Graduate Education
Sponsor Email	nerissab@illinois.edu ~~jloew@illinois.edu~~
College Contact	Lorena Nicholas
College Contact Email	lorenan@illinois.edu
College Budget Officer	Gina Oleynichak
College Budget Officer Email	goleynic@uillinois.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.

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Spring 2024

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 Business Data Analytics in the Gies College of Business 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)."

Program Justification

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

Revising course number due to renumbering - FIN 510 was revised to FIN 550. We are also removing corresponding programs that are no longer enrolling students.

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/)
No

Why are these changes necessary?

Revising course number, as FIN 510 was renumbered to FIN 550 effective FALL 2022. We are also removing programs that no longer enroll students.

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. Identify research questions to be answered by data
* Identify and frame the business situation
* Specify the problem/question/hypothesis
* Plan the analytics approach

2. Source Data
* Plan data sourcing activities
* Identify Data Sources
* Perform data setup, access and preparation

3. Analyze Data
* Perform exploratory analysis
* Select and apply causal and predictive models
* Evaluate and adjust analysis process to answer the research question

4. Interpret/Report Results
* Identify research questions to be answered by data
* Identify and frame the business situation
* Specify the problem/question/hypothesis
* Plan the analytics approach

2. Source Data
* Plan data sourcing activities
* Identify Data Sources
* Perform data setup, access and preparation

3. Analyze Data
* Perform exploratory analysis
* Select and apply causal and predictive models
* Evaluate and adjust analysis process to answer the research question

4. Interpret/Report Results
* Derive insights from the analysis and create a narrative with visualizations to communicate the recommendations ~~The courses for this concentration will be reviewed as part of the overall graduate programs annual review of learning outcomes and AACSB reporting.~~

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

Describe here:

The courses for this concentration will be reviewed as part of the overall graduate programs annual review of learning outcomes and AACSB accreditation and reporting.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

The courses for this concentration will be reviewed as part of the overall graduate programs annual review of learning outcomes and AACSB accreditation and reporting.

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   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.

Business Data Analytics Concentration
for the Graduate Concentration in Business Data Analytics

The concentration in Business Data Analytics is designed to develop managers who understand how to leverage data to innovate and make decisions.

The concentration is open to students enrolled in
Management, MS,
Technology Management, MS, ~~Business Administration, MS Business Administration, MBA (full-time) Business Administration, MBA (part-time)~~

This concentration requires twelve graduate hours of Business Data Analytics coursework. Successful completion of the concentration assumes certain knowledge of business and prior coursework.

Admission to the concentration requires a Graduate Student Request Form submitted to the Department and Graduate College and enrollment in a Gies College of Business graduate program or other graduate approved for the concentration. Admission is limited, and acceptance is considered based on a student's academic standing and space availability.

Statement for
Programs of
Study Catalog

Course List

Code	Title	Hours

Code	Title	Hours
BADM 554	Enterprise Database Management	4
FIN 510	Course FIN 510 Not Found	4
BDI 513	Data Storytelling	4
FIN 550	Big Data Analytics in Finance for Predictive and Causal Analysis	4

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Minimum 500-level Hours Required Overall	4
Minimum GPA	2.75

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Business Administration, MBA (Full-Time)
Business Administration, MBA (part-time)
Business Administration, MS
Management, MS (on-campus & online)
Technology Management, MS

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.)

This proposed change lists will allow the correct course numbers for students more flexibility in selecting courses to meet the required courses within this requirements of the Business Data Analytics concentration.

Delivery Method

This program is
available:

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

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.

n/a

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

There are no additional budgetary needs for making these changes to the concentration.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

The classes are already offered and supported by existing faculty; advising is also already supported by staff in the graduate programs office.

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.

n/a

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 revision.

EP Documentation

EP Control   EP.24.072

Number

Attach
Rollback/Approval
Notices

This proposal   No
requires HLC
inquiry

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook   Business Data Analytics
Name

Program Code: 5500

Minor Code		Conc Code	5500	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   **Mary Lowry (lowry) (11/09/23 3:21 pm):** Rollback: Please see email dated
Comments   11-9-23
                     Allison McKinney (agrindly) (01/25/24 1:55 pm): Administratively approved.

Program Change Request

Date Submitted: 09/25/23 10:24 am

Viewing: **10KS0408MS : Bioengineering, MS**

Last approved: 09/06/22 10:00 am

Last edit: 02/20/24 11:51 am

Changes proposed by: Maddie Darling

Catalog Pages
Using this
Program

Bioengineering, MS

Proposal Type:

In Workflow

1. **U Program Review**
2. **1343 Head**
3. **KP Committee Chair**
4. **KP Dean**
5. **University Librarian**
6. **Grad_College**
7. **COTE Programs**
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. 09/27/23 8:32 pm
   Donna Butler
   (dbutler):
   Approved for U
   Program Review
2. 09/28/23 8:09 am
   Mark Anastasio
   (maa): Approved
   for 1343 Head
3. 01/12/24 10:08
   am
   Keri Pipkins (kcp):
   Approved for KP
   Committee Chair
4. 01/12/24 10:08
   am
   Michael Stoller
   (stoller4):
   Approved for KP
   Dean
5. 01/22/24 8:44 am

Claire Stewart (clairest): Approved for University Librarian
6. 02/07/24 3:24 pm Allison McKinney (agrindly): Approved for Grad_College
7. 02/07/24 3:37 pm Suzanne Lee (suzannel): Approved for COTE Programs
8. 02/08/24 3:20 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Jan 22, 2019 by Deb Forgacs (dforgacs)
2. Jan 21, 2020 by Mary Lowry (lowry)
3. Sep 6, 2022 by Mary Lowry (lowry)

Major (ex. Special Education)

This proposal is for a:
Revision

Administration Details

Official Program Name	Bioengineering, MS
Diploma Title	
Sponsor College	Grainger College of Engineering
Sponsor Department	Bioengineering

Sponsor Name	Maddie Darling, Wawrzyniec Dobrucki
Sponsor Email	darling4@illinois.edu, dobrucki@illinois.edu
College Contact	Keri Carter Pipkins

College Contact
Email

kcp@illinois.edu

College Budget
Officer

College Budget
Officer Email

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.

Maddie Darling (darling4@illinois.edu), BIOE; Keri Carter Pipkins (kcp@illinois.edu), Grainger Administration

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2024

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 Master of Science in Bioengineering in the Grainger College of Engineering 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)."

This MS-Bioengineering proposal (key 45) is related to the PhD-Bioengineering proposal (key 41).

Program Justification

Provide a brief description of what changes are being made to the program.	Total hours for the Bioengineering MS, thesis option remain unchanged. Total hours for the Bioenginering MS, non-thesis option remain unchanged. Bioengineering, MS (Proposed Revisions) - Thesis Option 1. Remove 17 of the 21 hours of previously required BIOE 500-level coursework (BIOE 501, 504, 505, 506, 507).

2. Increase technical elective hours selected in consultation with their advisor from 7 hours to 12 hours. (+5 hours)
3. Create a new category of courses titled fundamental electives (+12 hours).
4. Subcategories were created (professional development, thesis research, technical elective courses, and fundamental courses).

Bioengineering, MS (Proposed Revisions) - Non-Thesis
1. Remove 17 of the 21 hours of previously required BIOE 500-level coursework (BIOE 501, 504, 505, 506, 507).
2. Increase technical elective hours selected in consultation with their advisor from 19 hours to 24 hours. (+5 hours)
3. Create a new category of courses titled fundamental electives (+12 hours).
4. Subcategories were created (professional development, technical elective courses, and fundamental courses).

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?

Bioengineering, MS (Proposed Revisions) - Thesis Option

1. We have deducted 17 course credit hours from the initial category grouping of courses, which has been renamed as "professional development." These hours have been shifted away from the professional development category, and certain options that were formerly part of this category, such as BIOE 504 and 505, are now available within the fundamental elective categories. This reassignment of hours to a fundamental elective category, rather than being dedicated solely to fixed core courses, recognizes the diverse academic backgrounds of students entering our program. It paves the way for them to achieve a comprehensive understanding of bioengineering concepts, ensuring a well-rounded education.

2. A total of 17 hours were reallocated from the initial category of 500-level BIOE courses and were redistributed between technical electives and fundamental electives. To provide students with greater flexibility in selecting elective coursework beyond the core bioengineering concepts, we expanded the technical elective hours by 5. This adjustment acknowledges the interdisciplinary nature of many of our students and accommodates their diverse interests and engineering objectives.

3. A number of the choices that were previously available within the 21-hour BIOE 500-level credit requirement have been retained as options in the newly established fundamental elective category grouping. This includes courses like BIOE 504, 505, and former 598s now being submitted for permanence, among others. We've introduced subcategories because these represent fundamental subdomains within the field of bioengineering. By mandating students to choose one course from each category, we aim to ensure that their knowledge of bioengineering is comprehensive, rather than limited to a specific subdiscipline. This holistic approach to training will prove beneficial to students in their roles as practitioners, researchers, and industry professionals. Additionally, this revision and the introduction of fundamental elective categories acknowledge the diverse academic backgrounds of students entering our program, providing them with a pathway to attain a universal understanding of bioengineering concepts.

4. By dividing the degree program into subcategories, we can provide clearer guidance to students about which courses they should take to fulfill their degree requirements. This reduces confusion and ensures that students are on track to complete their degrees efficiently.

Bioengineering, MS (Proposed Revisions) - Non-Thesis

1. We have deducted 17 course credit hours from the initial category grouping of courses, which has been renamed as "professional development." These hours have been shifted away from the professional development category, and certain options that were formerly part of this category, such as BIOE 504 and 505, are now available within the fundamental elective categories. This reassignment of hours to a fundamental elective category, rather than being dedicated solely to fixed core courses, recognizes the diverse academic backgrounds of students entering our program. It

paves the way for them to achieve a comprehensive understanding of bioengineering concepts, ensuring a well-rounded education.

2. A total of 17 hours were reallocated from the initial category of 500-level BIOE courses and were redistributed between technical electives and fundamental electives. To provide students with greater flexibility in selecting elective coursework beyond the core bioengineering concepts, we expanded the technical elective hours by 5. This adjustment acknowledges the interdisciplinary nature of many of our students and accommodates their diverse interests and engineering objectives.

3. A number of the choices that were previously available within the 21-hour BIOE 500-level credit requirement have been retained as options in the newly established fundamental elective category grouping. This includes courses like BIOE 504, 505, and former 598s now being submitted for permanence, among others. We've introduced subcategories because these represent fundamental subdomains within the field of bioengineering. By mandating students to choose one course from each category, we aim to ensure that their knowledge of bioengineering is comprehensive, rather than limited to a specific subdiscipline. This holistic approach to training will prove beneficial to students in their roles as practitioners, researchers, and industry professionals. Additionally, this revision and the introduction of fundamental elective categories acknowledge the diverse academic backgrounds of students entering our program, providing them with a pathway to attain a universal understanding of bioengineering concepts.

4. By dividing the degree program into subcategories, we can provide clearer guidance to students about which courses they should take to fulfill their degree requirements. This reduces confusion and ensures that students are on track to complete their degrees efficiently.

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?

Yes

Please describe:
BIOE 501: Seminar Discussion and BIOE 507: Advanced Bioinstrumentation will no longer be offered. These courses will be submitted for deactivation in the near future. BIOE 506 has not been offered since Spring 2011, it has been submitted for deactivation. Other fundamental elective options have been made available in their place. BIOE 507 has historically very low enrollment, not meeting the campus six-ten policy for offering courses.

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?

Yes

Courses outside
of the sponsoring
department/interdisciplinary
departments
  STAT 510 - Mathematical Statistics
  STAT 511 - Adv Math Stat
  STAT 525 - Computational Statistics
  STAT 527 - Advanced Regression Analysis
  STAT 528 - Adv Regression Analysis II
  STAT 530 - Bioinformatics
  STAT 533 - Advanced Stochastic Processes
  STAT 534 - Advanced Survival Analysis
  STAT 541 - Predictive Analytics
  STAT 542 - Statistical Learning
  STAT 543 - Appl. Multivariate Statistics
  STAT 545 - Spatial Statistics
  STAT 546 - Machine Learning in Data Sci
  STAT 551 - Theory of Probability I
  STAT 552 - Theory of Probability II
  STAT 553 - Probability and Measure I
  STAT 554 - Probability and Measure II
  STAT 555 - Applied Stochastic Processes
  STAT 556 - Advanced Time Series Analysis
  STAT 558 - Risk Modeling and Analysis
  STAT 571 - Multivariate Analysis
  STAT 575 - Large Sample Theory
  STAT 576 - Empirical Process Theory
  STAT 578 - Topics in Statistics
  STAT 587 - Hierarchical Linear Models
  STAT 588 - Covar Struct and Factor Models
  IB 501 - Programming for Genomics

Please attach any   LOS_IB.pdf
letters of   LOS_STAT.pdf
support/acknowledgement
for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

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.

Thesis Option:
Ability to apply quantitative skills and engineering principles to propose novel and practical solutions to medical/human health problems.

Understanding of professional and ethical responsibilities

Ability to communicate scientific problems and solutions, as well as their impact, effectively to a diverse audience and stakeholders, both orally and in writing.

Demonstrate moderate technical mastery in chosen research area, shown by the ability to identify an important scientific problem, formulate a hypothesis, and design experiments to conduct research and data analysis to test the hypothesis. The student should also be able to formulate alternatives.

Develop effective leadership skills in order to foster the ability to conduct collaborative research and work with a diverse team.

Non-Thesis Option:
Ability to apply quantitative skills and engineering principles to propose novel and practical solutions to medical/human health problems.

Understanding of professional and ethical responsibilities

Ability to communicate scientific problems and solutions, as well as their impact, effectively to a diverse audience and stakeholders, both orally and in writing.

Demonstrate moderate conceptual mastery in chosen research area, with the capability of expanding it into a future research project in preparation for an industry career or PhD degree.

Develop effective leadership skills in order to foster the ability to conduct collaborative research and work with a diverse team.

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

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program
Description and
Requirements
Attach Documents

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   BIOE MS Side by Side.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.

Statement for
Programs of
Study Catalog

Thesis Option
~~Bioengineering, MSThesis Option~~
Course List

Code	Title	Hours
Professional Development		4
BIOE 500	Graduate Seminar (two semesters)	2
~~BIOE 501~~	~~Seminar Discussion~~	~~1~~
BIOE 502	Bioengineering Professionalism	2
Thesis Research		4
BIOE 599	Thesis Research (min-max applied toward degree)	4
Technical Elective Courses		12
Selected in consultation with advisor		12
Fundamental Courses		12
Students must select one course from each of the three categories below		12
Statistics and Data Science		
BIOE 484	Statistical Analysis of Biomedical Images	4
BIOE 505	Computational Bioengineering	4
~~BIOE 506~~	~~Course BIOE 506 Not Found~~	~~4~~
~~BIOE 507~~	~~Advanced Bioinstrumentation~~	~~4~~
~~Elective Courses~~		~~7~~
IB 501	Programming for Genomics	4

Code	Title	Hours
STAT 510	Mathematical Statistics	4
STAT 511	Advanced Mathematical Statistics	4
STAT 525	Topics in Computational Statistics	4
STAT 527	Advanced Regression Analysis	4
STAT 528	Advanced Regression Analysis II	4
STAT 530	Bioinformatics	4
STAT 533	Advanced Stochastic Processes	4
STAT 534	Advanced Survival Analysis	4
STAT 541	Advanced Predictive Analytics	4
STAT 542	Statistical Learning	4
STAT 543	Appl. Multivariate Statistics	4
STAT 545	Spatial Statistics	4
STAT 546	Machine Learning in Data Science	4
STAT 551	Theory of Probability I	4
STAT 552	Theory of Probability II	4
STAT 553	Probability and Measure I	4
STAT 554	Probability and Measure II	4
STAT 555	Applied Stochastic Processes	4
STAT 556	Advanced Time Series Analysis	4
STAT 558	Risk Modeling and Analysis	4
STAT 571	Multivariate Analysis	4
STAT 575	Large Sample Theory	4
STAT 576	Empirical Process Theory and Weak Convergence	4
STAT 578	Topics in Statistics	4
STAT 587	Hierarchical Linear Models	4
STAT 588	Covar Struct and Factor Models	4
Engineering Math		
BIOE 432	Systems Biology: Uncovering Design Principles of Biological Networks	3 or 4
BIOE 450	Introduction to Quantitative Pharmacology	3 or 4
BIOE 485	Computational Mathematics for Machine Learning and Imaging	4
BIOE 504	Analytical Methods in Bioeng	4
Life Sciences		
BIOE 430	Intro Synthetic Biology	4
BIOE 434	Immunoengineering	3 or 4
BIOE 487	Stem Cell Bioengineering	4
BIOE 526	Advances in Biotechnology	4
Total Hours		32

Other Requirements and Conditions Non-Thesis Option Other Requirements and Conditions

Course List

Code	Title	Hours
BIOE 500	Graduate Seminar (BIOE 500 must be taken at least twice. A maximum of 2 hours may be applied toward the degree.)	2
BIOE 501	Seminar Discussion	1
BIOE 502	Bioengineering Professionalism	2
BIOE 504	Analytical Methods in Bioeng	4
BIOE 505	Computational Bioengineering	4
BIOE 506	Course BIOE 506 Not Found	4

Grad Other Degree Requirements

Requirement	Description
Minimum GPA:	3.0

A minimum of 12 hours of 500-level coursework is required12

Non-Thesis Option

Course List

Code	Title	Hours
Professional Development		4
BIOE 500	Graduate Seminar (two semesters)	2
BIOE 502	Bioengineering Professionalism	2
Technical Elective Courses		24
Selected in consultation with advisor		24
Fundamental Courses		12
Students must select one course from each of the three categories below		12
Statistics and Data Science		
BIOE 484	Statistical Analysis of Biomedical Images	4
BIOE 505	Computational Bioengineering	4
IB 501	Programming for Genomics	4
STAT 510	Mathematical Statistics	4
STAT 511	Advanced Mathematical Statistics	4
STAT 525	Topics in Computational Statistics	4
STAT 527	Advanced Regression Analysis	4
STAT 528	Advanced Regression Analysis II	4
STAT 530	Bioinformatics	4
STAT 533	Advanced Stochastic Processes	4
STAT 534	Advanced Survival Analysis	4
STAT 541	Advanced Predictive Analytics	4
STAT 542	Statistical Learning	4
STAT 543	Appl. Multivariate Statistics	4
STAT 545	Spatial Statistics	4
STAT 546	Machine Learning in Data Science	4
STAT 551	Theory of Probability I	4
STAT 552	Theory of Probability II	4
STAT 553	Probability and Measure I	4
STAT 554	Probability and Measure II	4
STAT 555	Applied Stochastic Processes	4
STAT 556	Advanced Time Series Analysis	4
STAT 558	Risk Modeling and Analysis	4
STAT 571	Multivariate Analysis	4
STAT 575	Large Sample Theory	4
STAT 576	Empirical Process Theory and Weak Convergence	4
STAT 578	Topics in Statistics	4
STAT 587	Hierarchical Linear Models	4
STAT 588	Covar Struct and Factor Models	4

Code	Title	Hours
	Engineering Math	
BIOE 432	Systems Biology: Uncovering Design Principles of Biological Networks	3 or 4
BIOE 450	Introduction to Quantitative Pharmacology	3 or 4
BIOE 485	Computational Mathematics for Machine Learning and Imaging	4
BIOE 504	Analytical Methods in Bioeng	4
	Life Sciences	
BIOE 430	Intro Synthetic Biology	4
BIOE 434	Immunoengineering	3 or 4
BIOE 487	Stem Cell Bioengineering	4
BIOE 526	Advances in Biotechnology	4
Total Hours		40

Other Requirements and Conditions

Grad Other Degree Requirements

Requirement	Description
Minimum GPA:	3.0
A minimum of 12 hours of 500 level coursework is required	12

Corresponding Degree	MS Master of Science

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes ~~No~~
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?
  2 years

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	140501 - Bioengineering and Biomedical Engineering.

Is This a Teacher Certification Program?
         No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

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 revision will not impact enrollment or degrees awarded.

Estimated Annual Number of Degrees Awarded

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

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
this revision?

Will the program or revision require staffing (faculty, advisors, etc.)
beyond what is currently available?
                       No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?
No

Attach letters of
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base
Tuition, or Engineering Differential, or Social Work Online (no dollar amounts
necessary)

Are you seeking a change in the tuition rate or differential for this
program?
No

Is this program requesting self-supporting status?
No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size,
teaching loads, student-faculty ratios, etc.

This revision does not change faculty numbers, class size, teaching loads, or student-
faculty ratios.

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 revision.

EP Documentation

EP Control   EP.24.072
Number

Attach
Rollback/Approval
Notices

This proposal   No

requires HLC
inquiry

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	MS:Bioengineering - UIUC
Program Code:	10KS0408MS

Minor Code		Conc Code		Degree Code	MS	Major Code
0408						

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) (09/15/23 1:45 pm):** Rollback: Requested revisions sent to Maddie and Keri via email. **Mary Lowry (lowry) (09/21/23 5:15 pm):** Rollback: Please see email dated 9-21-23

Key: 45

Bioengineering, MS (Current Program of Study) - Thesis Option

Code	Title	Hours
BIOE 500	Graduate Seminar (BIOE 500 must be taken at least twice. A maximum of 2 hours may be applied toward the degree.)	2
BIOE 501	Seminar Discussion	1
BIOE 502	Bioengineering Professionalism	2
BIOE 504	Analytical Methods in Bioeng	4
BIOE 505	Computational Bioengineering	4
BIOE 506	Molecular Biotechniques	4
BIOE 507	Advanced Bioinstrumentation	4
BIOE 599	Thesis Research (min-max applied toward degree)	4
	Elective Courses	7
Total Hours		**32**

Other Requirements and Conditions

	Minimum program GPA:	3

Bioengineering, MS (Proposed Revisions) - Thesis Option

Code	Title	Hours	Summary of Changes
Professional Development		**4**	**-17 hours**
BIOE 500	Graduate Seminar (two semesters)	2	
BIOE 502	Bioengineering Professionalism	2	
Thesis Research		**4**	**No change**
BIOE 599	Thesis Research (min-max applied toward degree)	4	
Technical Elective Courses (selected in consultation with advisor)		**12**	**+5 hours**
	Technical Elective Courses (selected in consultation with advisor)	12	
	Fundamental Courses (select one from each category)	12	+12 hours (New Category created, courses from previous "Professional Development" are included as options; see excel tab labeled "fundamental courses list")
	Statistics and Data Science	4	
	Engineering Math	4	
	Life Sciences	4	
Total Hours		**32**	**No Change**

Other Requirements and Conditions

	Minimum program GPA:	3	
	A minimum of 12 hours of 500-level courses are required	12	

Bioengineering, MS (Current Program of Study) - Non-Thesis Option

Code	Title	Hours
BIOE 500	Graduate Seminar (BIOE 500 must be taken at least twice. A maximum of 2 hours may be applied toward the degree.)	2
BIOE 501	Seminar Discussion	1
BIOE 502	Bioengineering Professionalism	2
BIOE 504	Analytical Methods in Bioeng	4
BIOE 505	Computational Bioengineering	4
BIOE 506	Molecular Biotechniques	4
BIOE 507	Advanced Bioinstrumentation	4
	Elective Courses	19
Total Hours		**40**

Other Requirements and Conditions

	Minimum program GPA:	3

Bioengineering, MS (Proposed Revisions) - Non Thesis Option

Code	Title	Hours	Summary of Changes
Professional Development		**4**	**-17 hours**
BIOE 500	Graduate Seminar (two semesters)	2	
BIOE 502	Bioengineering Professionalism	2	
Technical Elective Courses (selected in consultation with advisor)		**24**	**+5 hours**
	Technical Elective Courses (selected in consultation with advisor)	24	
	Fundamental Courses (select one from each category)	12	+12 hours (New Category created, courses from previous "Professional Development" are included as options, see excel tab labeled "fundamental courses list")
	Statistics and Data Science	4	
	Engineering Math	4	
	Life Sciences	4	
Total Hours		**40**	**No Change**

Other Requirements and Conditions

	Minimum program GPA:	3	
	A minimum of 12 hours of 500-level courses are required	12	

FUNDAMENTAL COURSES		
STATISTICS AND DATA SCIENCE	**ENGINEERING MATH**	**LIFE SCIENCES**
BIOE 484: Statistical Analysis Biomed Images	BIOE 432: Systems Biology	BIOE 430: Intro Synthetic Biology
BIOE 505: Computational Bioengineering	BIOE 450: Intro to Quantitative Pharma	BIOE 434: Immunoengineering
IB 501: Programming for Genomics	BIOE 485: Comp Math for ML and Imaging	BIOE 487: Stem Cell Bioengineering
STAT 510 : Mathematical Statistics	BIOE 504: Analytical Methods in Bioengineering	BIOE 526: Advances in Biotechnology
STAT 511: Adv Math Stat		
STAT 525: Computational Statistics		
STAT 527: Advanced Regression Analysis		
STAT 528: Adv Regression Analysis II		
STAT 530: Bioinformatics		
STAT 533: Advanced Stochastic Processes		
STAT 534: Advanced Survival Analysis		
STAT 541: Predictive Analytics		
STAT 542: Statistical Learning		
STAT 543: Appl. Multivariate Statistics		
STAT 545: Spatial Statistics		
STAT 546: Machine Learning in Data Sci		
STAT 551: Theory of Probability I		
STAT 552: Theory of Probability II		
STAT 553: Probability and Measure I		
STAT 554: Probability and Measure II		
STAT 555: Applied Stochastic Processes		
STAT 556: Advanced Time Series Analysis		
STAT 558: Risk Modeling and Analysis		
STAT 571: Multivariate Analysis		
STAT 575: Large Sample Theory		
STAT 576: Empirical Process Theory		
STAT 578: Topics in Statistics		
STAT 587: Hierarchical Linear Models		
STAT 588: Covar Struct and Factor Models		

Department of Statistics
101 Illini Hall
725 South Wright Street
Champaign, IL 61820

August 25, 2023

Professor Mark Anastasio
Head, Department of Bioengineering

Dear Mark,

The Department of Statistics is supportive of the proposal to add all 500-level Statistics courses as elective course options in the proposed revisions to the Master of Science and Doctor of Philosophy Programs in Bioengineering. We can provide access to your estimated 5 students per term, subject to capacity and course availability.

Sincerely,

Bo Li
Chair, Department of Statistics

Darling, Maddie

████

████

████

From: Allan, Brian F <ballan@illinois.edu>
Sent: Friday, August 25, 2023 4:13 PM
To: Anastasio, Mark -- BIOE Department Head <bioe-head@illinois.edu>
Cc: bioen <bioen@mx.uillinois.edu>; O'Dwyer, Allison <aodwyer@illinois.edu>; Catchen, Julian <jcatchen@illinois.edu>
Subject: Re: Letter of Support to Request to Add a Course

Dear Professor Anastasio,

Yes I am happy to approve. The School of Integrative Biology is supportive of the proposal to add IB 501 to the Master of Science and Doctor of Philosophy Programs in Bioengineering. We can provide access to your estimated 5 students per term, subject to capacity and course availability.

Best,
Brian

--
--

Brian F. Allan
Professor, Department of Entomology
Associate Director for Academic Affairs, School of Integrative Biology
University of Illinois Urbana-Champaign
https://publish.illinois.edu/ballan/

From: Anastasio, Mark -- BIOE Department Head <bioe-head@illinois.edu>
Sent: Friday, August 25, 2023 2:49 PM
To: Allan, Brian F <ballan@illinois.edu>

Dear Professor Allan,

I am writing on behalf of the Department of Bioengineering to request a letter of support to add IB 501: Programming for Genomics as an elective course in the proposed revisions to the Master of Science and Doctor of Philosophy Programs in Bioengineering. This course, if approved, would be added as an elective option in our Statistics and Data Science category of electives. This program is expected to enroll 30 per year, and we would expect 5 students to enroll in the course controlled by your unit listed above.

If approved, an email response including the following information is sufficient.

The Department of [XXX] is supportive of the proposal to add IB 501 to the Master of Science and Doctor of Philosophy Programs in Bioengineering. We can provide access to your estimated 5 students per term, subject to capacity and course availability.

Thank you,

Mark Anastasio

MARK ANASTASIO
Donald Biggar Willett Professor in Engineering
Head, Department of Bioengineering
Affiliate Professor, Department of Computer Science
Affiliate Professor, Department of Electrical and Computer Engineering
Affiliate Professor, Carle Illinois College of Medicine
Member, Beckman Institute for Advanced Science and Technology

Department of Bioengineering | The Grainger College of Engineering
1406 W. Green Street | 1102G Everitt Lab, MC 278 | Urbana, IL 61801
(P) 217.300.0314 | maa@illinois.edu
https://bioengineering.illinois.edu/
Lab Website: https://anastasio.bioengineering.illinois.edu

Date Submitted: 11/29/23 9:38 am

Viewing: **10KS0095EDM : Elementary Education, EDM**

Last approved: 06/27/23 3:17 pm

Last edit: 02/20/24 11:51 am

Changes proposed by: Lori Fuller

[Elementary Education, EdM](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 01/08/24 1:22 pm Mary Lowry (lowry): Approved for U Program Review
2. 01/09/24 9:22 am Emma Mercier (mercier): Approved for 1613 Committee Chair
3. 01/09/24 8:34 pm Michaelene Ostrosky (ostrosky): Approved for 1613 Head
4. 01/10/24 9:52 am Liv Thorstensson Davila (livtd):

Approved for KN Committee Chair
5. 01/10/24 10:41 am
Karla Moller (kjmoller): Approved for KN Dean
6. 01/16/24 3:11 pm
Claire Stewart (clairest): Approved for University Librarian
7. 02/07/24 3:24 pm
Allison McKinney (agrindly): Approved for Grad_College
8. 02/07/24 10:49 pm
Suzanne Lee (suzannel): Approved for COTE Programs
9. 02/08/24 3:20 pm
Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 6, 2019 by Deb Forgacs (dforgacs)
2. Jun 21, 2019 by Kathy Stalter (kstalter)
3. Jun 5, 2020 by Kathy Stalter (kstalter)
4. Sep 29, 2021 by Kathy Stalter (kstalter)
5. Mar 15, 2023 by Lori Fuller (harvey1)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Elementary Education, EDM
Diploma Title	Master of Education
Sponsor College	Education
Sponsor Department	Curriculum and Instruction
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu

College Contact   Lori Fuller   College Contact
                                                                               Email

  harvey1@illinois.edu

College Budget Officer	Amanda Brown ~~Toshua York~~
College Budget Officer Email	~~tmyork@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.

Does this program have inter-departmental administration?
                        No

Proposal Title

Effective Catalog Term	Fall 2024

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 Master of Education in Elementary 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)."

Program Justification

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

1) Revisions to the Psychological Foundations course list to expand course selection from 12 course-list to any 400 level course in EPSY or EPSY 553. Also, includes 2 additional courses (CI 446 & 501) in the Philosophical and Social Foundation select from list.

2) Additionally, we have revised the Program of Study table. The phrase regarding 400/500 level hours required (originally located under the Elective hours) is not needed and was removed. The statement requiring 12 hours of 500-level credit was moved to the Other Requirements section for clarity. We have also removed the word "Research" from the statement " Research/Project/Independent Study Hours (min/max applied toward degree)." The link was removed from the Field Placement text.

3) We also have added the statement, "Master's degree students must take at least one course outside of their degree-granting department".

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/)

No

Why are these changes necessary?

1) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses and some will be offered online. We have kept EPSY 553, Global Issues in Learning as an option for students to take. Global Issues in Learning addresses issues of learning in different contexts. It is also cross-listed with EPOL 523, which allows many students to take the course. Having a 500 level class in the offerings also allows master's degree students in education to count it as one of their 500 level courses.

We added courses under the Philosophical and Social Foundations to provide more options to students. By requiring students to take at least one course in another dept, students will broaden their content knowledge in education to understand different disciplinary perspectives.

2) The phrase regarding 400/500 level hours is not needed because only 400-500 level courses can count toward the degree. Because all courses are being counted toward the 500-level requirement, this is not additive and so should be in the "Other Requirements" table. We removed "Research" because a thesis is not required for this program. The link was removed from the Field Placement text so that we have the ability to update the link without a program revision to the POS.

3) We have added the statement, "Master's degree students must take at least one course outside of their degree-granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

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

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

EPOL 552 - Foundation of Higher Education

Please attach any letters of

Letters of Support.pdf

support/acknowledgement
for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

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 acquire deep knowledge of content in the field of Education.

2. Students will demonstrate awareness and application of the Illinois Culturally Responsive Teaching and Leading (CRTL) standards in their teacher preparation course work and field experiences.

3. Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices).

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

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program
Description and
Requirements
Attach Documents

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   [199 CI ELED EDM Degree Program Changes.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.

[Field Placement Information http://education.illinois.edu/sce](http://education.illinois.edu/sce)

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
~~Research/Project/Independent Study Hours (min/max applied toward degree):~~		~~0-8~~
EPSY 553	Global Issues in Learning	
~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership~~		
~~Select one of the following:~~		~~4~~
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
~~EPSY 400~~	~~Psychology of Learning in Education~~	
~~EPSY 401~~	~~Child Language and Education~~	
~~EPSY 402~~	~~Sociocultural Influence on Learning~~	
~~EPSY 404~~	~~Adjustment in School Settings~~	
~~EPSY 405~~	~~Personality and Soc Dev~~	
~~EPSY 406~~	~~Psychology of Classroom Management~~	
~~EPSY 407~~	~~Adult Learning and Development~~	
~~EPSY 408~~	~~Learning and Human Development with Educational Technology~~	
~~EPSY 430~~	~~Early Adolescent Development~~	
~~EPSY 485~~	~~Assessing Student Performance~~	
~~EPSY 490~~	~~Developments in Educational Psychology~~	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	

Code	Title	Hours
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
Elective Hours:		24
Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		32

Other Requirements:

Masters degree students must take a graduate level College of Education course outside their degree granting department

Grad Other Degree Requirements

Requirement	Description
Field Placement Information	http://education.illinois.edu/sce
Field Placement information is linked above	
Minimum GPA	3.0
500-Level Hours Required in Education	12 hours

Corresponding Degree	EdM Master of Education

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?
  3 years

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	131202 - Elementary Education and Teaching.

Is This a Teacher Certification Program?

Yes

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is
available:
On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant,
include information about licensure requirements, student background checks, GRE and TOEFL scores, and
admission requirements for transfer students.

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.

No changes to enrollment are expected

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when
fully implemented)

What is the
matriculation
term for this
program?

Fall

Budget

Are there
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?

There will not be a financial impact as a result of this revision. This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number	EP.24.072
Attach Rollback/Approval	

Notices

This proposal requires HLC inquiry	No

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook Name	EDM:Elementary Education -UIUC

Program Code:	10KS0095EDM

Minor Code 0095	Conc Code		Degree Code	EDM	Major Code

Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval Date	NA

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer Comments	**Mary Lowry (lowry) (09/15/23 9:35 pm):** Rollback: delete link in POS **Mary Lowry (lowry) (10/06/23 4:57 pm):** Rollback: Hi Lori, Please take a look at the table I attached here. I was hoping it would help when talking to your department/C&C folks **Mary Lowry (lowry) (10/26/23 2:24 pm):** Rollback: Rollback per IM conversation **Mary Lowry (lowry) (11/16/23 10:18 pm):** Rollback: See email dated 11-19-23 and talk to you next week.

KEY
removed
changed or moved
new

OLD		

Course	Title	Hours
Psychological Foundations Courses in Educational Psychology		
Select one of the following:		4
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	

Elective Hours:		24
400/500-Level Hours Required: 12 hours (Independent		
500-Level Hours Required in Education: 12 hours		
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8

Total Hours		32

Other Requirements
Field Placement Information http://education.illinois.edu/sce
Minimum GPA   3.0

NEW		

Course	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
Select one of the following:		
Any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	

Elective Hours:		24
Project/Independent Study Hours (min/max applied toward degree): 0-8		

Total Hours		32

Master's degree students must take at least one course outside of their degree-granting department.

Other Requirements
Field Placement Information is linked above
Minimum GPA   3.0
500-Level Hours Required in Education   12 hours

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Elementary Education, EdM, key 199
Secondary Education, EdM, key 206
Special Education, EdM, key 220
Special Education, MS, key 221

Subject:	FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Sent: Thursday, July 20, 2023 2:38 PM
To: Fuller, Lori A <harvey1@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Yes, I approve.

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve of these changes.

Thanks,

Yoon

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoonpak@illinois.edu <mailto:yoonpak@illinois.edu>

Virtual Office Hours:
Mondays, 11:00am-1:00pm CT
calendly.com/yoonpakofficehours <https://calendly.com/yoonpakofficehours>
(and by appointment)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development
The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle
<mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve.

Thanks,
kiel

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

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> Curriculum & Instruction, CAS,
> Curriculum & Instruction, EdM,
> Curriculum & Instruction, MA,
> Curriculum & Instruction, MS,
> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,

Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Good morning, Lori. After reviewing the proposed revisions to the COE master's degree programs, I support the changes and believe that students will benefit by expanding the options for foundational courses. Please let me know if you need anything else from me before these revisions can move forward. Thanks.

ML

MATT LAMBERT | Department Head & Professor | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://illinois.edu/>

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, August 25, 2023 9:44 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Zarate, Kary <kzarat2@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Matt,

Welcome to the college!

I work in the Graduate Programs Office and provide support to our Academic Programs Committee (APC). The APC is responsible for reviewing new or revised programs/courses in the college and making decisions that affect academic polies and programs in the college. Part of my responsibilities with APC include coordinating meetings and provide training to the CIM programs/course system (application to submit new proposals or revise existing courses or programs). If proposals involve multiple programs across departments across the college, I work to submit the proposals on behalf of the departments. This does not happen very often, since most of the proposals affect one department and they have a faculty member who is initiating or sponsoring the proposal.

Last semester in the spring, meetings were organized by the departments to revise our 12 existing master's degree

programs. Our master's degree programs in the college have a core set requirements that affect all master degree programs in our college. For example, in the course catalog, our current EPOL EdM requirements are found here <http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/#degreerequirementstext> . The CI EdM <http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/#degreerequirementstext> has the same core requirements. SPED EdM <http://catalog.illinois.edu/graduate/education/special-education-edm/#degreerequirementstext> also has the same core requirements with additional courses for their students. There are 12 master's degree programs in the college.

Last semester, the departments gathered together to revise the 12 existing master's degree programs to provide students with more options to complete the foundation requirements. The proposal was presented to our APC committee who voted to approve and move forward with the revisions. Over summer, I began the process of submitting the 12 proposals through the CIM, since this revision reflected all of the departments in the college.

In order for me to submit the proposals, I need a letter of support from every Department Head in our college. The letter of support can simply be a reply to this email. I am copying Kary Zarate on this email. Kary represents the SPED program on our APC committee. I am also copying Sarah McCarthey on this email. Last semester, she was the CI Department Head and played an integral part at the meetings for the program revisions. She will be able to answer any specific questions you may have about the revisions. Below is the letter of support I have sent to departments of EPOL, CI, and EPSY. I have received their letters of support. In order to move forward, I will need a letter of support from SPED. Please let me know if you have any questions.

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Curriculum & Instruction, EdM,

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Education Policy, Organization & Leadership, CAS

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Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

Program Change Request

Date Submitted: 11/01/23 2:04 pm

Viewing: **10KS1144CAS : Curriculum and Instruction, CAS**

Last approved: 03/15/23 10:16 am

Last edit: 02/20/24 11:52 am

Changes proposed by: Lori Fuller

Curriculum & Instruction, CAS

Catalog Pages
Using this
Program

Proposal Type:

Approval Path

1. 11/21/23 7:54 am
   Emily Stuby
   (eastuby):
   Approved for U
   Program Review
2. 11/21/23 9:42 am
   Emma Mercier
   (mercier):
   Approved for 1613
   Committee Chair
3. 11/21/23 8:20 pm
   Michaelene
   Ostrosky
   (ostrosky):
   Approved for 1613
   Head
4. 01/10/24 9:54 am
   Liv Thorstensson
   Davila (livtd):

Approved for KN Committee Chair
5. 01/10/24 10:41 am
Karla Moller (kjmoller): Approved for KN Dean
6. 01/22/24 10:23 am
Claire Stewart (clairest): Approved for University Librarian
7. 02/07/24 3:25 pm
Allison McKinney (agrindly): Approved for Grad_College
8. 02/07/24 9:43 pm
Suzanne Lee (suzannel): Approved for COTE Programs
9. 02/08/24 3:21 pm
Brooke Newell (bsnewell): Approved for Provost

History

1. Jun 21, 2019 by Kathy Stalter (kstalter)
2. Jun 5, 2020 by Kathy Stalter (kstalter)
3. Sep 29, 2021 by Kathy Stalter (kstalter)
4. Mar 15, 2023 by Lori Fuller (harvey1)

Major (ex. Special Education)

This proposal is

for a:
  Revision

Administration Details

Official Program Name	Curriculum and Instruction, CAS
Diploma Title	Certificate of Advanced Study in Curriculum and Instruction
Sponsor College	Education
Sponsor Department	Curriculum and Instruction
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu
College Contact	Lori Fuller

College Contact Email

harvey1@illinois.edu

College Budget Officer	Amanda Brown ~~Toshua York~~
College Budget Officer Email	~~tmyork@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.

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term	Fall 2024

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 Certificate of Advanced Study in Curriculum and Instruction 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)."

Program Justification

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

1) Revisions to the Psychological Foundations course list to expand course selection from 12 course-list to any 400 level course in EPSY or EPSY 553. Also, includes 2 additional courses in the Philosophical and Social Foundation select from list (CI 446 & CI 501). Credit for Foundations was revised. And we updated hours required for Foundations courses.

2) We have also removed the word "Research" from the statement "Research/Project /Independent Study Hours (min/max applied toward degree)."

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/)

No

Why are these changes necessary?

1) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses and some will be offered online. We have kept EPSY 553, Global Issues in Learning as an option for students to take. Global Issues in Learning addresses issues of learning in different contexts. It is also cross-listed with EPOL 523, which allows many students to take the course. Having a 500 level class in the offerings also allows master's degree students in education to count it as one of their 500 level courses.

We added courses under the Philosophical and Social Foundations to provide more options to students. By requiring students to take at least one course in another dept, students will broaden their content knowledge in education to understand different disciplinary perspectives.

Because students earning a master's degree with us are not required to re-take the Foundations courses, the correct hours should be 0 or 4.

2) The thesis is not required for this program.

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

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

~~EPOL 552~~ - ~~Foundation of Higher Education~~

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

Letters of Support.pdf

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.

Students will acquire deep knowledge of content in the field of education.

Students will display a deep understanding of psychological foundations of learning.

Students will demonstrate a deep understanding of philosophical foundations of education.

Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.

Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

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

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program
Description and
Requirements
Attach Documents

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   196 CI CAS Degree Program Changes.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.

Statement for
Programs of
Study Catalog

Course List

Code	Title	Hours
If the student does not have a Master's degree from the University of Illinois Urbana-Champaign, Foundation Courses must be completed as prerequisites:		
Psychological Foundations Courses in Educational Psychology		0 or 4
	Select any 400 level EPSY course	
	OR	
	EPSY 553 Global Issues in Learning	
~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership~~		
~~Select one of the following:~~		~~4~~
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		0 or 4
Select one of the following:		
~~Select one of the following:~~		~~4~~

Code	Title	Hours
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
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EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
Elective Hours:		24-32
General Coursework Required: 16 hours		
Research/Project/Independent Study Hours (min/max applied toward degree):		0-8
Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		32

Other Requirements (may overlap)

Grad Other Degree Requirements

Requirement	Description
Other requirements may overlap	
Enrollment must be preceded by at least two years of acceptable professional work experience.	
500-Level Hours Required:	16 hours (Independent Study included)
Minimum GPA:	3.0

Corresponding Degree	CAS Certificate of Advanced Study

Program Features

Academic Level	Graduate

Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?
   1.5 years

What are the minimum Total Credit Hours required for this program?
   32

What is the required GPA?	3.0
CIP Code	130301 - Curriculum and Instruction.

Is This a Teacher Certification Program?
                           No

Will specialized accreditation be sought for this program?

   No

Delivery Method

This program is available:
   On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

   No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

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.

No changes to enrollment are expected

Estimated Annual Number of Degrees Awarded

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

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
this revision?

Will the program or revision require staffing (faculty, advisors, etc.)
beyond what is currently available?
                     No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?
                     There will not be a financial impact as a result of this revision. This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.

Will the unit need to seek campus or other external resources?
                     No

Attach letters of
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base
Tuition, or Engineering Differential, or Social Work Online (no dollar amounts
necessary)

Are you seeking a change in the tuition rate or differential for this
program?
                     No

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number	EP.24.072
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name   CAS: Curriculum & Instr - UIUC

Program Code: 10KS1144CAS

Minor Code	Conc Code	Degree Code	CAS	Major Code
1144				

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Mary Lowry (lowry) (09/15/23 9:38 pm):** Rollback: revise master's requirement **Mary Lowry (lowry) (10/09/23 10:03 am):** Rollback: Please see 10-9-23 email. Rollback for side-by-side revs. **Mary Lowry (lowry) (10/09/23 1:39 pm):** Rollback: Remove master's language **Mary Lowry (lowry) (10/26/23 3:00 pm):** Rollback: Rollback per IM conversation

Key: 196

KEY removed
changed or moved
new

| OLD | | | | NEW | | |

If the student does not have a Master's degree from the University of Illinois at Urbana-Champaign, Foundation Courses must be completed as prerequisites:

Course	Title	Hours
Psychological Foundations Courses in Educational		
Select one of the following:		4
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	

Elective Hours:		24-32
General Coursework Required: 16 hours		
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
Total 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 as prerequisites:

Course	Title	Hours
Psychological Foundations Courses in Educational Psychology		0 or 4
Select one of the following:		
Any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education		0 or 4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
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EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	

Elective Hours:		24-32
General Coursework Required: 16 hours		
Project/Independent Study Hours (min/max applied toward degree): 0-8 hours		
Total Hours		**32**

Other Requirements

Other requirements may overlap

Enrollment must be preceded by at least two years of acceptable professional work experience.

500-Level Hours Required:	16 hours (Independent Study included)
Minimum GPA:	3

Other Requirements

Other requirements may overlap

Enrollment must be preceded by at least two years of acceptable professional work experience.

500-Level Hours Required:	16 hours (Independent Study included)
Minimum GPA:	3

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Elementary Education, EdM, key 199
Secondary Education, EdM, key 206
Special Education, EdM, key 220
Special Education, MS, key 221

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Sent: Thursday, July 20, 2023 2:38 PM
To: Fuller, Lori A <harvey1@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Yes, I approve.

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle
<mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve of these changes.

Thanks,

Yoon

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoonpak@illinois.edu <mailto:yoonpak@illinois.edu>

Virtual Office Hours:
Mondays, 11:00am-1:00pm CT
calendly.com/yoonpakofficehours <https://calendly.com/yoonpakofficehours>
(and by appointment)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development
The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle
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Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve.

Thanks,
kiel

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Good morning, Lori. After reviewing the proposed revisions to the COE master's degree programs, I support the changes and believe that students will benefit by expanding the options for foundational courses. Please let me know if you need anything else from me before these revisions can move forward. Thanks.

ML

MATT LAMBERT | Department Head & Professor | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://illinois.edu/>

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, August 25, 2023 9:44 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Zarate, Kary <kzarat2@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Matt,

Welcome to the college!

I work in the Graduate Programs Office and provide support to our Academic Programs Committee (APC). The APC is responsible for reviewing new or revised programs/courses in the college and making decisions that affect academic polies and programs in the college. Part of my responsibilities with APC include coordinating meetings and provide training to the CIM programs/course system (application to submit new proposals or revise existing courses or programs). If proposals involve multiple programs across departments across the college, I work to submit the proposals on behalf of the departments. This does not happen very often, since most of the proposals affect one department and they have a faculty member who is initiating or sponsoring the proposal.

Last semester in the spring, meetings were organized by the departments to revise our 12 existing master's degree

programs. Our master's degree programs in the college have a core set requirements that affect all master degree programs in our college. For example, in the course catalog, our current EPOL EdM requirements are found here <http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/#degreerequirementstext> . The CI EdM <http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/#degreerequirementstext> has the same core requirements. SPED EdM <http://catalog.illinois.edu/graduate/education/special-education-edm/#degreerequirementstext> also has the same core requirements with additional courses for their students. There are 12 master's degree programs in the college.

Last semester, the departments gathered together to revise the 12 existing master's degree programs to provide students with more options to complete the foundation requirements. The proposal was presented to our APC committee who voted to approve and move forward with the revisions. Over summer, I began the process of submitting the 12 proposals through the CIM, since this revision reflected all of the departments in the college.

In order for me to submit the proposals, I need a letter of support from every Department Head in our college. The letter of support can simply be a reply to this email. I am copying Kary Zarate on this email. Kary represents the SPED program on our APC committee. I am also copying Sarah McCarthey on this email. Last semester, she was the CI Department Head and played an integral part at the meetings for the program revisions. She will be able to answer any specific questions you may have about the revisions. Below is the letter of support I have sent to departments of EPOL, CI, and EPSY. I have received their letters of support. In order to move forward, I will need a letter of support from SPED. Please let me know if you have any questions.

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

Program Change Request

Date Submitted: 11/29/23 9:29 am

Viewing: **10KS1144MA : Curriculum and Instruction, MA**

Last approved: 03/15/23 10:21 am

Last edit: 02/20/24 11:52 am

Changes proposed by: Lori Fuller

Catalog Pages
Using this
Program

[Curriculum & Instruction, MA](#)

Proposal Type:

In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 01/08/24 1:31 pm
   Mary Lowry
   (lowry): Approved
   for U Program
   Review
2. 01/09/24 9:22 am
   Emma Mercier
   (mercier):
   Approved for 1613
   Committee Chair
3. 01/09/24 8:35 pm
   Michaelene
   Ostrosky
   (ostrosky):
   Approved for 1613
   Head
4. 01/10/24 9:53 am
   Liv Thorstensson
   Davila (livtd):

Approved for KN Committee Chair
5. 01/10/24 10:42 am
Karla Moller (kjmoller): Approved for KN Dean
6. 01/22/24 10:24 am
Claire Stewart (clairest): Approved for University Librarian
7. 02/07/24 3:26 pm
Allison McKinney (agrindly): Approved for Grad_College
8. 02/07/24 9:28 pm
Suzanne Lee (suzannel): Approved for COTE Programs
9. 02/08/24 3:21 pm
Brooke Newell (bsnewell): Approved for Provost

History

1. May 13, 2019 by Kathy Stalter (kstalter)
2. Jun 5, 2020 by Kathy Stalter (kstalter)
3. Sep 29, 2021 by Kathy Stalter (kstalter)
4. Mar 15, 2023 by Lori Fuller (harvey1)

Major (ex. Special Education)

This proposal is

for a:
  Revision

Administration Details

Official Program Name	Curriculum and Instruction, MA
Diploma Title	Master of Arts in Curriculum and Instruction
Sponsor College	Education
Sponsor Department	Curriculum and Instruction
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu

College Contact   Lori Fuller   College Contact Email

  harvey1@illinois.edu

College Budget Officer	Amanda Brown ~~Toshua York~~
College Budget Officer Email	~~tmyork@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.

Does this program have inter-departmental administration?
                    No

Proposal Title

Effective Catalog Term	Fall 2024

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 Master of Arts in Curriculum and Instruction 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)."

Program Justification

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

1) Revisions to the Psychological Foundations course list to expand course selection from 12 course-list to any 400 level course in EPSY or EPSY 553. Also, includes 2 additional courses in the Philosophical and Social Foundation select from list.

2) In the POS, a few revisions were made. The phrase regarding 400/500 level hours required (originally located under the Elective hours) is not needed and was removed. The statement requiring 12 hours of 500-level credit was moved to the Other Requirements section for clarity. We moved the row for Thesis Research to be above the Electives row. Elective hours were changed from 24 to 16-22 hours.

3) We also have added the statement, "Master's degree students must take at least one course outside of their degree-granting department".

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/)

No

Why are these changes necessary?

1) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses and some will be offered online. We have kept EPSY 553, Global Issues in Learning as an option for students to take. Global Issues in Learning addresses issues of learning in different contexts. It is also cross-listed with EPOL 523, which allows many students to take the course. Having a 500 level class in the offerings also allows master's degree students in education to count it as one of their 500 level courses.

We added courses under the Philosophical and Social Foundations to provide more options to students. By requiring students to take at least one course in another dept, students will broaden their content knowledge in education to understand different disciplinary perspectives.

2) The phrase regarding 400/500 level hours is not needed because only 400-500 level courses can count toward the degree. Because all courses are being counted toward the 500-level requirement, this is not additive and so should be in the "Other Requirements" table. Thesis credit is required so that row should not be listed under the Elective header. Because thesis was moved out of the Elective section, the hours changed from 24 to 16-22.

3) We have added the statement, "Master's degree students must take at least one course outside of their degree-granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

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

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

EPOL 552 - Foundation of Higher Education

Please attach any letters of

Letters of Support.pdf

support/acknowledgement
for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

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.

> Students will acquire deep knowledge of content in the field of education.
> Students will display a deep understanding of psychological foundations of learning.
> Students will demonstrate a deep understanding of philosophical foundations of education.
> Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
> Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

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

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program
Description and
Requirements
Attach Documents

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   200 CI MA Degree Program Changes.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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
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EPSY 485	Assessing Student Performance	
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EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	

Code	Title	Hours
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
CI 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22
	~~400/500-Level Hours Required, including Independent Study~~	
	~~500-Level Hours Required in Education~~	
~~Research/Project/Independent Study Hours (min/max applied toward degree)~~		~~0-8~~
	Research/Project/Independent Study Hours (min/max applied toward degree): 0-8	
Total Hours		32

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Grad Other Degree Requirements

Requirement	Description
Minimum GPA	3.0
Human Subjects Approval	
500-Level Hours Required in Education	12 hours

Corresponding Degree	MA Master of Arts

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?
  2 years

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	130301 - Curriculum and Instruction.

Is This a Teacher Certification Program?
                No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is available:

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

Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

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.

No changes to enrollment are expected

Estimated Annual Number of Degrees Awarded

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

What is the matriculation term for this program?	Fall

Budget

Are there 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?

~~There will not be a financial impact as a result of this revision.~~ ~~This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.~~

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number   EP.24.072

Attach Rollback/Approval Notices

This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	MA: Curriculum & Instr - UIUC
Program Code:	10KS1144MA

Minor Code	Conc Code	Degree Code	MA	Major Code
1144				

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	
Attached Document Justification for this request	

Program Reviewer Comments	**Mary Lowry (lowry) (09/15/23 9:42 pm):** Rollback: correct elective hours
	Mary Lowry (lowry) (10/09/23 10:03 am): Rollback: Please see 10-9-23 email. Rollback for side-by-side revs.
	Mary Lowry (lowry) (10/26/23 3:00 pm): Rollback: Rollback per IM conversation
	Mary Lowry (lowry) (11/16/23 10:17 pm): Rollback: See email dated 11-19-23 and talk to you next week.
	Brooke Newell (bsnewell) (02/08/24 9:09 am): Per discussion with Lori Fuller, corrected statement in Justification about the number of courses being added to Philosophical and Social Foundation select from list.

OLD

Course	Title	Hours
Psychological Foundations Courses in Educational		
Select one of the following:		4
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	

Elective Hours:		**24**
400/500-Level Hours Required, including Independent Study		
500-Level Hours Required in Education		
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
CI 599	Thesis Research (min/max applied toward degree)	2-8
Total Hours		**32**

Other Requirements

Minimum GPA	3.0	
Human Subjects Approval		

NEW

Course	Title	Hours
Psychological Foundations Courses in Educational		4
Select one of the following:		
Any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
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EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
CI 599	Thesis Research (min/max applied toward degree)	2-8

Elective Hours:		**16-22**
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
Total Hours		**32**

Other Requirements

Master's degree students must take at least one course outside of their degree-granting department

Minimum GPA	3.0	
Human Subjects Approval		
500-Level Hours Required in Education		12 hours

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Elementary Education, EdM, key 199
Secondary Education, EdM, key 206
Special Education, EdM, key 220
Special Education, MS, key 221

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Sent: Thursday, July 20, 2023 2:38 PM
To: Fuller, Lori A <harvey1@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Yes, I approve.

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve of these changes.

Thanks,

Yoon

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoonpak@illinois.edu <mailto:yoonpak@illinois.edu>

Virtual Office Hours:
Mondays, 11:00am-1:00pm CT
calendly.com/yoonpakofficehours <https://calendly.com/yoonpakofficehours>
(and by appointment)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development
The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle
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the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve.

Thanks,
kiel

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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> Curriculum & Instruction, EdM,
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> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,

Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Good morning, Lori. After reviewing the proposed revisions to the COE master's degree programs, I support the changes and believe that students will benefit by expanding the options for foundational courses. Please let me know if you need anything else from me before these revisions can move forward. Thanks.

ML

MATT LAMBERT | Department Head & Professor | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://illinois.edu/>

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, August 25, 2023 9:44 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Zarate, Kary <kzarat2@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Matt,

Welcome to the college!

I work in the Graduate Programs Office and provide support to our Academic Programs Committee (APC). The APC is responsible for reviewing new or revised programs/courses in the college and making decisions that affect academic polies and programs in the college. Part of my responsibilities with APC include coordinating meetings and provide training to the CIM programs/course system (application to submit new proposals or revise existing courses or programs). If proposals involve multiple programs across departments across the college, I work to submit the proposals on behalf of the departments. This does not happen very often, since most of the proposals affect one department and they have a faculty member who is initiating or sponsoring the proposal.

Last semester in the spring, meetings were organized by the departments to revise our 12 existing master's degree

programs. Our master's degree programs in the college have a core set requirements that affect all master degree programs in our college. For example, in the course catalog, our current EPOL EdM requirements are found here <http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/#degreerequirementstext> . The CI EdM <http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/#degreerequirementstext> has the same core requirements. SPED EdM <http://catalog.illinois.edu/graduate/education/special-education-edm/#degreerequirementstext> also has the same core requirements with additional courses for their students. There are 12 master's degree programs in the college.

Last semester, the departments gathered together to revise the 12 existing master's degree programs to provide students with more options to complete the foundation requirements. The proposal was presented to our APC committee who voted to approve and move forward with the revisions. Over summer, I began the process of submitting the 12 proposals through the CIM, since this revision reflected all of the departments in the college.

In order for me to submit the proposals, I need a letter of support from every Department Head in our college. The letter of support can simply be a reply to this email. I am copying Kary Zarate on this email. Kary represents the SPED program on our APC committee. I am also copying Sarah McCarthey on this email. Last semester, she was the CI Department Head and played an integral part at the meetings for the program revisions. She will be able to answer any specific questions you may have about the revisions. Below is the letter of support I have sent to departments of EPOL, CI, and EPSY. I have received their letters of support. In order to move forward, I will need a letter of support from SPED. Please let me know if you have any questions.

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

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Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

Program Change Request

Date Submitted: 12/06/23 3:17 pm

Viewing: **10KS1144MS : Curriculum and Instruction, MS**

Last approved: 03/15/23 10:22 am

Last edit: 02/20/24 11:52 am

Changes proposed by: Lori Fuller

Curriculum & Instruction, MS

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 01/08/24 1:31 pm Mary Lowry (lowry): Approved for U Program Review
2. 01/09/24 9:23 am Emma Mercier (mercier): Approved for 1613 Committee Chair
3. 01/09/24 8:36 pm Michaelene Ostrosky (ostrosky): Approved for 1613 Head
4. 01/10/24 9:53 am Liv Thorstensson Davila (livtd):

Approved for KN
Committee Chair
5. 01/10/24 10:42
am
Karla Moller
(kjmoller):
Approved for KN
Dean
6. 01/22/24 10:25
am
Claire Stewart
(clairest):
Approved for
University
Librarian
7. 02/07/24 3:26 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
8. 02/07/24 9:27 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
9. 02/08/24 3:21 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 13, 2019 by
Kathy Stalter
(kstalter)
2. Jun 5, 2020 by
Kathy Stalter
(kstalter)
3. Sep 29, 2021 by
Kathy Stalter
(kstalter)
4. Mar 15, 2023 by
Lori Fuller
(harvey1)

Major (ex. Special Education)

This proposal is

for a:
  Revision

Administration Details

Official Program Name	Curriculum and Instruction, MS
Diploma Title	Master of Science in Curriculum and Instruction
Sponsor College	Education
Sponsor Department	Curriculum and Instruction
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu
College Contact	Lori Fuller

College Contact Email

harvey1@illinois.edu

College Budget Officer	Amanda Brown ~~Toshua York~~
College Budget Officer Email	~~tmyork@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.

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term	Fall 2024

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 Master of Science in Curriculum and Instruction 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)."

Program Justification

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

1) Revisions to the Psychological Foundations course list to expand course selection from 12 course-list to any 400 level course in EPSY or EPSY 553. Also, includes 2 additional courses in the Philosophical and Social Foundation select from list.

2) Additionally, we revised the Program of Study. The phrase regarding 400/500 level hours required (originally located under the Elective hours) is not needed and was removed. The statement requiring 12 hours of 500-level credit was moved to the Other Requirements section for clarity. We moved the row for Thesis Research to be above the Electives row. Elective hours were changed from 24 to 16-22 hours.

3) We also have added the statement, "Master's degree students must take at least one course outside of their degree-granting department".

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/)

No

Why are these changes necessary?

1) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses and some will be offered online. We have kept EPSY 553, Global Issues in Learning as an option for students to take. Global Issues in Learning addresses issues of learning in different contexts. It is also cross-listed with EPOL 523, which allows many students to take the course. Having a 500 level class in the offerings also allows master's degree students in education to count it as one of their 500 level courses.

We added courses under the Philosophical and Social Foundations to provide more options to students (CS 446 & CI 501). By requiring students to take at least one course in another dept, students will broaden their content knowledge in education to understand different disciplinary perspectives.

2) The phrase regarding 400/500 level hours is not needed because only 400-500 level courses can count toward the degree. Because all courses are being counted toward the 500-level requirement, this is not additive and so should be in the "Other Requirements" table. Thesis credit is required so that row should not be listed under the Elective header. Because thesis was moved out of the Elective section, the hours changed from 24 to 16-22.

3) We have added the statement, "Master's degree students must take at least one course outside of their degree-granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

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

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

EPOL 552 - Foundation of Higher Education

Please attach any letters of

Letters of Support.pdf

support/acknowledgement
for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

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.

> Students will acquire deep knowledge of content in the field of education.
> Students will display deep understanding of psychological foundations of learning.
> Students will demonstrate a deep understanding of philosophical foundations of education.
> Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
> Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

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

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program
Description and
Requirements
Attach Documents

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   [203 CI MS Degree Program Changes.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.

Statement for Programs of Study Catalog

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

Code	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
~~Research/Project/Independent Study Hours (min/max applied toward degree):~~		~~0-8~~
EPSY 553	Global Issues in Learning	
~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership~~		
~~Select one of the following:~~		~~4~~
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
~~EPSY 400~~	~~Psychology of Learning in Education~~	
~~EPSY 401~~	~~Child Language and Education~~	
~~EPSY 402~~	~~Sociocultural Influence on Learning~~	
~~EPSY 404~~	~~Adjustment in School Settings~~	
~~EPSY 405~~	~~Personality and Soc Dev~~	
~~EPSY 406~~	~~Psychology of Classroom Management~~	
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~~EPSY 408~~	~~Learning and Human Development with Educational Technology~~	
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Code	Title	Hours
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
CI 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-22
	Research/Project/Independent Study Hours (min/max applied toward degree): 0-8	
Total Hours		32

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Grad Other Degree Requirements

Requirement	Description
Minimum GPA	3.0
Human Subjects Approval	
500-Level Hours Required in Education	12 hours

Corresponding Degree	MS Master of Science

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?
  2 years

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	130301 - Curriculum and Instruction.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is available:

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

Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

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.

No changes to enrollment are expected

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there 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?

There will not be a financial impact as a result of this revision. ~~This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.~~

Will the unit need to seek campus or other external resources?
No

Attach letters of
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base
Tuition, or Engineering Differential, or Social Work Online (no dollar amounts
necessary)

Are you seeking a change in the tuition rate or differential for this
program?
No

Is this program requesting self-supporting status?
No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size,
teaching loads, student-faculty ratios, etc.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control   EP.24.072
Number

Attach
Rollback/Approval

Notices

This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	MS: Curriculum & Instr -UIUC
Program Code:	10KS1144MS

Minor Code		Conc Code		Degree Code	MS	Major Code	
1144							

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	
Attached Document Justification for this request	

Program Reviewer Comments	**Mary Lowry (lowry) (09/15/23 9:42 pm):** Rollback: correct elective hours
	Mary Lowry (lowry) (10/09/23 10:03 am): Rollback: Please see 10-9-23 email. Rollback for side-by-side revs.
	Mary Lowry (lowry) (10/26/23 3:00 pm): Rollback: Rollback per IM conversation
	Mary Lowry (lowry) (11/16/23 10:17 pm): Rollback: See email dated 11-19-23 and talk to you next week.
	Mary Lowry (lowry) (12/05/23 2:45 pm): Rollback: Lori, Please remove the second '2)' in the first line of #2 in the Program Justification.

Key: 203

OLD

Course	Title	Hours
Psychological Foundations Courses in Educational		
Select one of the following:		4
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	

Elective Hours:		**24**
400/500-Level Hours Required: 12 hours (Independent Study included)		
500-Level Hours Required in Education: 12 hours		
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
CI 599	Thesis Research (min/max applied toward degree)	2-8
Total Hours		**32**

Other Requirements

Minimum GPA	3.0
Human Subjects Approval	

NEW

Course	Title	Hours
Psychological Foundations Courses in Educational		4
Select one of the following:		
Any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
CI 599	Thesis Research (min/max applied toward degree)	2-8

Elective Hours:		**16-22**
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
Total Hours		**32**

Other Requirements

Master's degree students must take at least one course outside of their degree-granting department

Minimum GPA	3.0
Human Subjects Approval	
500-Level Hours Required in Education	12 hours

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Elementary Education, EdM, key 199
Secondary Education, EdM, key 206
Special Education, EdM, key 220
Special Education, MS, key 221

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Sent: Thursday, July 20, 2023 2:38 PM
To: Fuller, Lori A <harvey1@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Yes, I approve.

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve of these changes.

Thanks,

Yoon

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoonpak@illinois.edu <mailto:yoonpak@illinois.edu>

Virtual Office Hours:
Mondays, 11:00am-1:00pm CT
calendly.com/yoonpakofficehours <https://calendly.com/yoonpakofficehours>
(and by appointment)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development
The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle
<mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve.

Thanks,
kiel

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

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> Curriculum & Instruction, CAS,
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> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,

Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Good morning, Lori. After reviewing the proposed revisions to the COE master's degree programs, I support the changes and believe that students will benefit by expanding the options for foundational courses. Please let me know if you need anything else from me before these revisions can move forward. Thanks.

ML

MATT LAMBERT | Department Head & Professor | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://illinois.edu/>

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, August 25, 2023 9:44 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Zarate, Kary <kzarat2@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Matt,

Welcome to the college!

I work in the Graduate Programs Office and provide support to our Academic Programs Committee (APC). The APC is responsible for reviewing new or revised programs/courses in the college and making decisions that affect academic polies and programs in the college. Part of my responsibilities with APC include coordinating meetings and provide training to the CIM programs/course system (application to submit new proposals or revise existing courses or programs). If proposals involve multiple programs across departments across the college, I work to submit the proposals on behalf of the departments. This does not happen very often, since most of the proposals affect one department and they have a faculty member who is initiating or sponsoring the proposal.

Last semester in the spring, meetings were organized by the departments to revise our 12 existing master's degree

programs. Our master's degree programs in the college have a core set requirements that affect all master degree programs in our college. For example, in the course catalog, our current EPOL EdM requirements are found here <http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/#degreerequirementstext> . The CI EdM <http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/#degreerequirementstext> has the same core requirements. SPED EdM <http://catalog.illinois.edu/graduate/education/special-education-edm/#degreerequirementstext> also has the same core requirements with additional courses for their students. There are 12 master's degree programs in the college.

Last semester, the departments gathered together to revise the 12 existing master's degree programs to provide students with more options to complete the foundation requirements. The proposal was presented to our APC committee who voted to approve and move forward with the revisions. Over summer, I began the process of submitting the 12 proposals through the CIM, since this revision reflected all of the departments in the college.

In order for me to submit the proposals, I need a letter of support from every Department Head in our college. The letter of support can simply be a reply to this email. I am copying Kary Zarate on this email. Kary represents the SPED program on our APC committee. I am also copying Sarah McCarthey on this email. Last semester, she was the CI Department Head and played an integral part at the meetings for the program revisions. She will be able to answer any specific questions you may have about the revisions. Below is the letter of support I have sent to departments of EPOL, CI, and EPSY. I have received their letters of support. In order to move forward, I will need a letter of support from SPED. Please let me know if you have any questions.

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Curriculum & Instruction, EdM,

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Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

Program Change Request

Date Submitted: 11/29/23 9:34 am

Viewing: **10KS5082EDM : Early Childhood Education, EDM**

Last approved: 03/15/23 10:22 am

Last edit: 02/20/24 11:53 am

Changes proposed by: Lori Fuller

[Early Childhood Education, EdM](#)

Catalog Pages Using this Program

Proposal Type:

Approved for KN Committee Chair

5. 01/10/24 10:42 am
Karla Moller (kjmoller):
Approved for KN Dean

6. 01/22/24 10:25 am
Claire Stewart (clairest):
Approved for University Librarian

7. 02/07/24 3:26 pm
Allison McKinney (agrindly):
Approved for Grad_College

8. 02/07/24 9:26 pm
Suzanne Lee (suzannel):
Approved for COTE Programs

9. 02/08/24 3:21 pm
Brooke Newell (bsnewell):
Approved for Provost

History

1. Apr 6, 2019 by Deb Forgacs (dforgacs)
2. May 24, 2019 by Kathy Stalter (kstalter)
3. Jun 5, 2020 by Kathy Stalter (kstalter)
4. Sep 29, 2021 by Kathy Stalter (kstalter)
5. Mar 15, 2023 by Lori Fuller (harvey1)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Early Childhood Education, EDM
Diploma Title	Master of Education
Sponsor College	Education
Sponsor Department	Curriculum and Instruction
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu

College Contact   Lori Fuller   College Contact
                                                                      Email

  harvey1@illinois.edu

College Budget   Amanda Brown ~~Toshua York~~
Officer

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

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.

Does this program have inter-departmental administration?
                        No

Proposal Title

Effective Catalog   Fall 2024
Term

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX,
i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the
Graduate College for Grad Programs)

  Revise the Master of Education in Early Childhood 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)."

Program Justification

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

1) Revisions to the Psychological Foundations course list to expand course selection from 12 course-list to any 400 level course in EPSY or EPSY 553. Also, includes 2 additional courses (CI 446 & CI 501) in the Philosophical and Social Foundation select from list.

2) Additionally, we have revised the Program of Study table. The phrase regarding 400/500 level hours required (originally located under the Elective hours) is not needed and was removed. The statement requiring 12 hours of 500-level credit was moved to the Other Requirements section for clarity. We have also removed the word "Research" from the statement " Research/Project/Independent Study Hours (min/max applied toward degree)." The link was removed from the Field Placement text.

3) We also have added the statement, "Master's degree students must take at least one course outside of their degree-granting department".

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/)

No

Why are these changes necessary?

1) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses and some will be offered online. We have kept EPSY 553, Global Issues in Learning as an option for students to take. Global Issues in Learning addresses issues of learning in different contexts. It is also cross-listed with EPOL 523, which allows many students to take the course. Having a 500 level class in the offerings also allows master's degree students in education to count it as one of their 500 level courses.

We added courses under the Philosophical and Social Foundations to provide more options to students. By requiring students to take at least one course in another dept, students will broaden their content knowledge in education to understand different disciplinary perspectives.

2) The phrase regarding 400/500 level hours is not needed because only 400-500 level courses can count toward the degree. Because all courses are being counted toward the 500-level requirement, this is not additive and so should be in the "Other Requirements" table. We removed "Research" because a thesis is not required for this program. The link was removed from the Field Placement text so that we have the ability to update the link without a program revision to the POS.

3) We have added the statement, "Master's degree students must take at least one course outside of their degree-granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

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

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

EPOL 552 - Foundation of Higher Education

Please attach any letters of

Letters of Support.pdf

support/acknowledgement
for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

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.

Students will acquire deep knowledge of child development as it relates to the field of education.

Students will effectively plan and implement relevant, culturally responsive, and developmentally appropriate instruction children from infancy to age eight.

Students will use assessment data to drive decisions and solve problems in and out of the classroom.

Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices).

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

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program
Description and
Requirements
Attach Documents

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   202 CI ECE EDM Degree Program Changes.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.

Field Placement Information http://education.illinois.edu/sce

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
	Select any 400 level EPSY course	
	OR	
~~Research/Project/Independent Study Hours (min/max applied toward degree):~~		~~0-8~~
EPSY 553	Global Issues in Learning	
~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership~~		
~~Select one of the following:~~		~~4~~
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
~~EPSY 400~~	~~Psychology of Learning in Education~~	
~~EPSY 401~~	~~Child Language and Education~~	
~~EPSY 402~~	~~Sociocultural Influence on Learning~~	
~~EPSY 404~~	~~Adjustment in School Settings~~	
~~EPSY 405~~	~~Personality and Soc Dev~~	
~~EPSY 406~~	~~Psychology of Classroom Management~~	
~~EPSY 407~~	~~Adult Learning and Development~~	
~~EPSY 408~~	~~Learning and Human Development with Educational Technology~~	
~~EPSY 430~~	~~Early Adolescent Development~~	
~~EPSY 485~~	~~Assessing Student Performance~~	
~~EPSY 490~~	~~Developments in Educational Psychology~~	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	

Code	Title	Hours
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
Elective Hours:		24
Project/Independent Study Hours (min/max applied toward degree): 0-8		
Total Hours		32

Other Requirements:

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Grad Other Degree Requirements

Requirement	Description
Field Placement Information	http://education.illinois.edu/sce
Field Placement information link is above	
Minimum GPA	3.0
500-Level Hours Required in Education	12 hours

Corresponding Degree	EdM Master of Education

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?
  3 years

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	131210 - Early Childhood Education and Teaching.

Is This a Teacher Certification Program?

Yes

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is
available:
   On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

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.

No changes to enrollment are expected

Estimated Annual Number of Degrees Awarded

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

What is the
matriculation
term for this
program?

Fall

Budget

Are there
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?

There will not be a financial impact as a result of this revision. This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.

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

No

Attach letters of
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will not be an impact as a result of this revision.

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 revision

EP Documentation

EP Control   EP.24.072
Number

Attach
Rollback/Approval

Notices

This proposal
requires HLC
inquiry

No

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook Name	EDM: Early Childhood Ed -UIUC

Program Code:	10KS5082EDM

Minor Code	Conc Code	Degree Code	EDM	Major Code
5082				

Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval Date	NA

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer
Comments

Mary Lowry (lowry) (09/15/23 9:36 pm): Rollback: delete link in POS
Mary Lowry (lowry) (10/09/23 10:03 am): Rollback: Please see 10-9-23 email.
Rollback for side-by-side revs.
Mary Lowry (lowry) (10/26/23 1:37 pm): Rollback: Rollback per IM conversation
Mary Lowry (lowry) (11/20/23 3:11 pm): Rollback: Lori, I rolled the wrong one
back. Key 211 is good. This one needs a change.

KEY removed
     changed or moved
     new

OLD		

Course	Title	Hours
Psychological Foundations Courses in Educational		
Select one of the following:		4
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	

Elective Hours:		**24**
400/500-Level Hours Required: 12 hours (Independent Study included)		
500-Level Hours Required in Education: 12 hours		
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
Total Hours		**32**

Other Requirements

Field Placement Information linked to http://education.illinois.edu/sce
Minimum GPA   3.0

NEW		

Course	Title	Hours
Psychological Foundations Courses in Educational		4
Select one of the following:		
	Any 400 level EPSY course	
	OR	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
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EPOL 406	Professional Ethics in Education	
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EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	

Elective Hours:		**24**
Project/Independent Study Hours (min/max applied toward degree)		0-8
Total Hours		**32**

Other Requirements

Master's degree students must take at least one course outside of their degree-granting department
Field Placement Information
Minimum GPA   3.0
500-Level Hours Required in Education   12 hours

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Elementary Education, EdM, key 199
Secondary Education, EdM, key 206
Special Education, EdM, key 220
Special Education, MS, key 221

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Sent: Thursday, July 20, 2023 2:38 PM
To: Fuller, Lori A <harvey1@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Yes, I approve.

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve of these changes.

Thanks,

Yoon

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoonpak@illinois.edu <mailto:yoonpak@illinois.edu>

Virtual Office Hours:
Mondays, 11:00am-1:00pm CT
calendly.com/yoonpakofficehours <https://calendly.com/yoonpakofficehours>
(and by appointment)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development
The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle
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Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with

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Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

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Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve.

Thanks,
kiel

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,

Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Good morning, Lori. After reviewing the proposed revisions to the COE master's degree programs, I support the changes and believe that students will benefit by expanding the options for foundational courses. Please let me know if you need anything else from me before these revisions can move forward. Thanks.

ML

MATT LAMBERT | Department Head & Professor | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://illinois.edu/>

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, August 25, 2023 9:44 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Zarate, Kary <kzarat2@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Matt,

Welcome to the college!

I work in the Graduate Programs Office and provide support to our Academic Programs Committee (APC). The APC is responsible for reviewing new or revised programs/courses in the college and making decisions that affect academic polies and programs in the college. Part of my responsibilities with APC include coordinating meetings and provide training to the CIM programs/course system (application to submit new proposals or revise existing courses or programs). If proposals involve multiple programs across departments across the college, I work to submit the proposals on behalf of the departments. This does not happen very often, since most of the proposals affect one department and they have a faculty member who is initiating or sponsoring the proposal.

Last semester in the spring, meetings were organized by the departments to revise our 12 existing master's degree

programs. Our master's degree programs in the college have a core set requirements that affect all master degree programs in our college. For example, in the course catalog, our current EPOL EdM requirements are found here <http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/#degreerequirementstext> . The CI EdM <http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/#degreerequirementstext> has the same core requirements. SPED EdM <http://catalog.illinois.edu/graduate/education/special-education-edm/#degreerequirementstext> also has the same core requirements with additional courses for their students. There are 12 master's degree programs in the college.

Last semester, the departments gathered together to revise the 12 existing master's degree programs to provide students with more options to complete the foundation requirements. The proposal was presented to our APC committee who voted to approve and move forward with the revisions. Over summer, I began the process of submitting the 12 proposals through the CIM, since this revision reflected all of the departments in the college.

In order for me to submit the proposals, I need a letter of support from every Department Head in our college. The letter of support can simply be a reply to this email. I am copying Kary Zarate on this email. Kary represents the SPED program on our APC committee. I am also copying Sarah McCarthey on this email. Last semester, she was the CI Department Head and played an integral part at the meetings for the program revisions. She will be able to answer any specific questions you may have about the revisions. Below is the letter of support I have sent to departments of EPOL, CI, and EPSY. I have received their letters of support. In order to move forward, I will need a letter of support from SPED. Please let me know if you have any questions.

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

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Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

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Educational Psychology, EdM,

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Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

Program Change Request

Date Submitted: 11/29/23 9:35 am

Viewing: **10KS5399EDM; EDMX;EDMU;1EKS5399EDMU : Education Policy, Organization & Leadership, EdM (on campus, off campus & online)**

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

Last edit: 02/20/24 11:53 am

Changes proposed by: Lori Fuller

Education Policy, Organization & Leadership, EdM

Catalog Pages Using this Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1760 Committee Chair**
3. **1760 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 01/08/24 1:33 pm
   Mary Lowry (lowry): Approved for U Program Review
2. 01/15/24 11:14 am
   Liv Thorstensson Davila (livtd): Approved for 1760 Committee Chair
3. 01/16/24 2:10 pm
   Laura Ketchum (ketchum): Approved for 1760 Head
4. 01/16/24 2:15 pm
   Liv Thorstensson Davila (livtd):

Approved for KN Committee Chair
5. 01/18/24 1:33 pm
Lori Fuller (harvey1):
Approved for KN Dean
6. 01/22/24 10:26 am
Claire Stewart (clairest):
Approved for University Librarian
7. 02/07/24 3:27 pm
Allison McKinney (agrindly):
Approved for Grad_College
8. 02/07/24 9:20 pm
Suzanne Lee (suzannel):
Approved for COTE Programs
9. 02/08/24 3:21 pm
Brooke Newell (bsnewell):
Approved for Provost

History

1. Feb 27, 2019 by Deb Forgacs (dforgacs)
2. Apr 6, 2019 by Deb Forgacs (dforgacs)
3. May 20, 2019 by Kathy Stalter (kstalter)
4. Sep 10, 2019 by Kathy Stalter (kstalter)
5. Oct 15, 2019 by Deb Forgacs (dforgacs)
6. Jun 5, 2020 by

7. Kathy Stalter (kstalter)
7. Sep 29, 2021 by Kathy Stalter (kstalter)
8. Mar 15, 2023 by Lori Fuller (harvey1)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Education Policy, Organization & Leadership, EdM (on campus, off campus & online)
Diploma Title	Master of Education
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu

College Contact   Lori Fuller   College Contact Email

harvey1@illinois.edu

College Budget Officer   Amanda Brown ~~Toshua York~~

College Budget Officer Email   ~~tmyork@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 2024

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 Master of Education in Education Policy, Organization & 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)."

Program Justification

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

1) Revisions to the Psychological Foundations course list to expand course selection from 12 course-list to any 400 level course in EPSY or EPSY 553. Also, includes 2 additional courses in the Philosophical and Social Foundation select from list.

2) We also have added the statement, "Master's degree students must take at least one course outside of their degree-granting department".

3) We moved the requirement for a minimum number of 500-level hours to the Other Requirements section, and revised the coursework hours needed

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/)

No

Why are these changes necessary?

1) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses and some will be offered online. We have kept EPSY 553, Global Issues in Learning as an option for students to take. Global Issues in Learning addresses issues of learning in different contexts. It is also cross-listed with EPOL 523, which allows many students to take the course. Having a 500 level class in the offerings also allows master's degree students in education to count it as one of their 500 level courses.

We added courses under the Philosophical and Social Foundations to provide more options to students. By requiring students to take at least one course in another dept, students will broaden their content knowledge in education to understand different disciplinary perspectives.

2) We have added the statement, "Master's degree students must take at least one course outside of their degree-granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3) Because the minimum number of 500-level hours applies to all coursework, this should be listed in Other Requirements. It is not an additive requirement in the course-list. This made the number of coursework hours more clearly 24 (in addition to the 8 hours of Foundations courses to equal 32 for the program).

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

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

CI 446 - Culture in the Classroom
CI 501 - Curr Dev for the 21st Century

Please attach any letters of support/acknowledgement

Letters of Support.pdf

for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

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.

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

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

Describe here:

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster 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. Our assessment activities are described in attachment

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program
Description and

EPOL_How When Assessment Will Be Administered In The Department.docx

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   [211 EPOL EDM Degree Program Changes.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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPSY 400	~~Psychology of Learning in Education~~	
EPSY 401	~~Child Language and Education~~	
EPSY 402	~~Sociocultural Influence on Learning~~	
EPSY 404	~~Adjustment in School Settings~~	
EPSY 405	~~Personality and Soc Dev~~	
EPSY 406	~~Psychology of Classroom Management~~	
EPSY 407	~~Adult Learning and Development~~	
EPSY 408	~~Learning and Human Development with Educational Technology~~	
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Code	Title	Hours
EPOL 407	Critical Thinking in Education	
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EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
~~500-Level Courses Required in Education (Thesis Research Credit not included)~~		~~12~~
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
400/500-Level Courses approved by Advisor (Thesis Research Credit not included, up to 8 hours of Independent Study can be applied)		24
~~(Optional) Concentration Courses. May overlap with other coursework requirements~~		~~12-24~~
(Optional) Concentration Courses. May overlap with other coursework requirements: 12-24 hours		
Total Hours		32

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Grad Other Degree Requirements

Requirement	Description
Requirements may overlap.	
A concentration is not required.	
Minimum GPA	3.0
500-Level Courses Required in Education (Thesis Research Credit not included)	12 hours

Corresponding Degree	EdM Master of Education

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?

2 years

What are the minimum Total Credit Hours required for this program?
  32

What is the   3.0
required GPA?

CIP Code   130101 - Education, General.

Is This a Teacher Certification Program?
                    Yes

Will specialized accreditation be sought for this program?

  No

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:
                    This program is available on campus, off campus, and online.

Admission Requirements

Desired Effective
Admissions Term

Is this revision a change to the admission status of the program?

  No

Provide a brief narrative description of the admission requirements for this program. Where relevant,
include information about licensure requirements, student background checks, GRE and TOEFL scores, and
admission requirements for transfer students.

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.
                    No changes to enrollment are expected

Estimated Annual Number of Degrees Awarded

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

What is the   Fall
matriculation
term for this
program?

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?
                    There will not be a financial impact as a result of this revision. ~~This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.~~

Will the unit need to seek campus or other external resources?
                    No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?
                    No

Is this program requesting self-supporting status?
                    No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number	EP.24.072
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	EDM: Ed Pol Org & Ldrshp -UIUC
Program Code:	10KS5399EDM; EDMX;EDMU;1EKS5399EDMU

Minor Code	Conc Code	Degree Code	EDM	Major Code
5399				

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	
Attached Document	

Justification for
this request

Program Reviewer   **Liv Thorstensson Davila (livtd) (10/09/23 2:08 pm):** Rollback: hello
Comments   **Mary Lowry (lowry) (10/26/23 4:42 pm):** Rollback: Rollback per IM conversation
                   Mary Lowry (lowry) (11/20/23 1:57 pm): Rollback: Please see email

Key: 211

KEY

removed
changed or moved
new

OLD		

Course	Title	Hours
Psychological Foundations Courses in Educational Psychology		
Select one of the following:		4
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
500-Level Courses Required in Education (Thesis Research Credit not included)		12
400/500-Level Courses approved by Advisor (Thesis Research Credit not included, up to 8 hours of Independent Study can be applied)		12
	(Optional) Concentration Courses. May overlap with other general coursework requirements	12-24
Total Hours		**32**

Other Requirements

Requirements may overlap.

A concentration is not required.

Minimum GPA   3.0

NEW		

Course	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
Select one of the following:		
Any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
400/500-Level Courses approved by Advisor (Thesis Research Credit not included, up to 8 hours of Independent Study can be applied)		24
	(Optional) Concentration Courses. May overlap with other general coursework requirements: 12-24 hours	
Total Hours		**32**

Other Requirements

Master's degree students must take at least one course outside of their degree-granting department.

Requirements may overlap.

A concentration is not required.

500-Level Courses Required in Education (Thesis Research Credit not included) 12

Minimum GPA   3.0

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Elementary Education, EdM, key 199
Secondary Education, EdM, key 206
Special Education, EdM, key 220
Special Education, MS, key 221

How Assessment Will Be Administered In The Department/Program

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster 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. Our assessment activities are described in Table 1 below.

Table 1. Administration of Learning Outcomes Assessment

Level	Goal	Data Sources	Frequency
Department	Ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise	● Student input ● Faculty input ● College Academic Program Committee ● Campus policies	Once a month during department leadership meeting
Program	Ensure the learning outcomes at program level align with departmental policies and operational capacities	● Student input ● Faculty input ● Departmental Graduate Program Committee (GPC)	Once a month during department GPC meeting (AY)
Concentration	Ensure the learning outcomes at concentration level align with faculty expertise and operational capacities	● Student input ● Faculty input	Once a month during concentration faculty meeting (AY)

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Sent: Thursday, July 20, 2023 2:38 PM
To: Fuller, Lori A <harvey1@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Yes, I approve.

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve of these changes.

Thanks,

Yoon

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoonpak@illinois.edu <mailto:yoonpak@illinois.edu>

Virtual Office Hours:
Mondays, 11:00am-1:00pm CT
calendly.com/yoonpakofficehours <https://calendly.com/yoonpakofficehours>
(and by appointment)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development
The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle
<mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy,
Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with

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Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve.

Thanks,
kiel

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

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> Curriculum & Instruction, CAS,
> Curriculum & Instruction, EdM,
> Curriculum & Instruction, MA,
> Curriculum & Instruction, MS,
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> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,

Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Good morning, Lori. After reviewing the proposed revisions to the COE master's degree programs, I support the changes and believe that students will benefit by expanding the options for foundational courses. Please let me know if you need anything else from me before these revisions can move forward. Thanks.

ML

MATT LAMBERT | Department Head & Professor | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://illinois.edu/>

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, August 25, 2023 9:44 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Zarate, Kary <kzarat2@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Matt,

Welcome to the college!

I work in the Graduate Programs Office and provide support to our Academic Programs Committee (APC). The APC is responsible for reviewing new or revised programs/courses in the college and making decisions that affect academic polies and programs in the college. Part of my responsibilities with APC include coordinating meetings and provide training to the CIM programs/course system (application to submit new proposals or revise existing courses or programs). If proposals involve multiple programs across departments across the college, I work to submit the proposals on behalf of the departments. This does not happen very often, since most of the proposals affect one department and they have a faculty member who is initiating or sponsoring the proposal.

Last semester in the spring, meetings were organized by the departments to revise our 12 existing master's degree

programs. Our master's degree programs in the college have a core set requirements that affect all master degree programs in our college. For example, in the course catalog, our current EPOL EdM requirements are found here <http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/#degreerequirementstext> . The CI EdM <http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/#degreerequirementstext> has the same core requirements. SPED EdM <http://catalog.illinois.edu/graduate/education/special-education-edm/#degreerequirementstext> also has the same core requirements with additional courses for their students. There are 12 master's degree programs in the college.

Last semester, the departments gathered together to revise the 12 existing master's degree programs to provide students with more options to complete the foundation requirements. The proposal was presented to our APC committee who voted to approve and move forward with the revisions. Over summer, I began the process of submitting the 12 proposals through the CIM, since this revision reflected all of the departments in the college.

In order for me to submit the proposals, I need a letter of support from every Department Head in our college. The letter of support can simply be a reply to this email. I am copying Kary Zarate on this email. Kary represents the SPED program on our APC committee. I am also copying Sarah McCarthey on this email. Last semester, she was the CI Department Head and played an integral part at the meetings for the program revisions. She will be able to answer any specific questions you may have about the revisions. Below is the letter of support I have sent to departments of EPOL, CI, and EPSY. I have received their letters of support. In order to move forward, I will need a letter of support from SPED. Please let me know if you have any questions.

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

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Elementary Education, EdM,

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Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

Program Change Request

Date Submitted: 11/29/23 9:36 am

Viewing: **10KS5399MA : Education Policy, Organization & Leadership, MA**

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

Last edit: 02/20/24 11:53 am

Changes proposed by: Lori Fuller

[Education Policy, Organization & Leadership, MA](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1760 Committee Chair**
3. **1760 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 01/08/24 1:32 pm
Mary Lowry (lowry): Approved for U Program Review
2. 01/15/24 11:14 am
Liv Thorstensson Davila (livtd): Approved for 1760 Committee Chair
3. 01/16/24 2:10 pm
Laura Ketchum (ketchum): Approved for 1760 Head
4. 01/16/24 2:15 pm
Liv Thorstensson Davila (livtd):

Approved for KN
Committee Chair

5. 01/18/24 1:33 pm
Lori Fuller
(harvey1):
Approved for KN
Dean

6. 01/22/24 10:27
am
Claire Stewart
(clairest):
Approved for
University
Librarian

7. 02/07/24 3:28 pm
Allison McKinney
(agrindly):
Approved for
Grad_College

8. 02/07/24 9:20 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

9. 02/08/24 3:21 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Feb 27, 2019 by
Deb Forgacs
(dforgacs)

2. May 20, 2019 by
Kathy Stalter
(kstalter)

3. Jun 5, 2020 by
Kathy Stalter
(kstalter)

4. Sep 29, 2021 by
Kathy Stalter
(kstalter)

5. Mar 15, 2023 by
Lori Fuller
(harvey1)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Education Policy, Organization & Leadership, MA
Diploma Title	Master of Arts in Education Policy, Organization and Leadership
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu

College Contact   Lori Fuller   College Contact
                                                                   Email

  harvey1@illinois.edu

College Budget Officer	Amanda Brown ~~Toshua York~~
College Budget Officer Email	~~tmyork@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 2024

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 Master of Arts in Education Policy, Organization & 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)."

Program Justification

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

1)Revisions to the Psychological Foundations course list to expand course selection from 12 course-list to any 400 level course in EPSY or EPSY 553. Also, includes 2 additional courses in the Philosophical and Social Foundation select from list.

2) We also have added the statement, "Master's degree students must take at least one course outside of their degree-granting department".

3) These changes were made to the Program of Study tables. We moved the minimum number of 500-level hours statement to the Other Requirements. We moved the Thesis requirement row above the coursework. The number of coursework hours was adjusted from 12 to a range of 16-22. This also allowed us to remove the thesis note from the coursework row.

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/)

No

Why are these changes necessary?

1) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses and some will be offered online. We have kept EPSY 553, Global Issues in Learning as an option for students to take. Global Issues in Learning addresses issues of learning in different contexts. It is also cross-listed with EPOL 523, which allows many students to take the course. Having a 500 level class in the offerings also allows master's degree students in education to count it as one of their 500 level courses.

We added courses under the Philosophical and Social Foundations to provide more options to students. By requiring students to take at least one course in another dept, students will broaden their content knowledge in education to understand different disciplinary perspectives.

2) We have added the statement, "Master's degree students must take at least one course outside of their degree-granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

3) Because the minimum number of 500-level hours applies to all coursework, this should be listed in Other Requirements. It is not an additive requirement in the course-list. We wanted to include the thesis requirement before the elective/coursework requirement, and keep the information about the min/max limits in that row. The coursework is now a range of 16-22. (In addition to the 8 hours of Foundations courses and 2-8 required thesis hours, a range of 16-22 is left to equal 32 for the program).

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

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

CI 446 - Culture in the Classroom
CI 501 - Curr Dev for the 21st Century

Please attach any   Letters of Support.pdf

letters of
support/acknowledgement
for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

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.

Upon the conclusion of the 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

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

Describe here:

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster 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. Our assessment activities are described in attachment

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program Description and Requirements Attach Documents	EPOL_How When Assessment Will Be Administered In The Department.docx

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	210 EPOL MA Degree Program Changes.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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
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EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPOL 401	History of American Education	
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EPOL 403	Historical and Social Barriers	

Code	Title	Hours
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
~~500-Level Courses Required in Education (Thesis Research Credit not included)~~		~~12~~
~~400/500-Level Courses approved by Advisor (Thesis Research Credit and Independent Study can be applied up to a maximum of 8 hours each)~~		~~12~~
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
Thesis Research Credit (min/max applied toward degree)		2-8
~~(Optional) Concentration Courses. May overlap with other coursework requirements~~		~~12-24~~
400/500-Level Courses approved by Advisor (Independent Study can be applied up to a maximum of 8 hours)		16-22
(Optional) Concentration Courses. May overlap with other coursework requirements: 16-22 hours		
Total Hours		32

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Grad Other Degree Requirements

Requirement	Description
Requirements may overlap.	
A concentration is not required.	
500-Level Hours Required in Education (Thesis Research Credit not included)	12 hours
Minimum GPA	3.0

Corresponding Degree	MA Master of Arts

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration	No

required for
graduation?

What is the typical time to completion of this program?
  2 years

What are the minimum Total Credit Hours required for this program?
  32

What is the   3.0
required GPA?

CIP Code   130101 - Education, General.

Is This a Teacher Certification Program?
                    No

Will specialized accreditation be sought for this program?

  No

Delivery Method

This program is
available:
  On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

Is this revision a change to the admission status of the program?

  No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

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.
                    No changes to enrollment are expected

Estimated Annual Number of Degrees Awarded

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

What is the   Fall
matriculation

term for this
program?

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?

There will not be a financial impact as a result of this revision. ~~This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.~~

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

No

Attach letters of
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base
Tuition, or Engineering Differential, or Social Work Online (no dollar amounts
necessary)

Are you seeking a change in the tuition rate or differential for this
program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size,
teaching loads, student-faculty ratios, etc.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control Number   EP.24.072

Attach Rollback/Approval Notices

This proposal requires HLC inquiry   No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name   MA: Ed Pol Org & Ldrshp -UIUC

Program Code: 10KS5399MA

Minor Code	Conc Code	Degree Code	Major Code
5399		MA	

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date   NA

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer **Mary Lowry (lowry) (09/15/23 9:43 pm):** Rollback: delete "this course...."
Comments **Mary Lowry (lowry) (10/09/23 10:03 am):** Rollback: Please see 10-9-23 email.
Rollback for side-by-side revs.
Mary Lowry (lowry) (10/27/23 3:04 pm): Rollback: Rollback per IM conversation.
Mary Lowry (lowry) (11/16/23 10:19 pm): Rollback: See email dated 11-19-23
and talk to you next week.

Key: 210

KEY

removed
changed or moved
new

OLD		

Course	Title	Hours
Psychological Foundations Courses in Educational Psychology		
Select one of the following:		4
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	

500-Level Courses Required in Education (Thesis Research Credit not included)		**12**
400/500-Level Courses approved by Advisor (Thesis Research Credit and Independent Study can be applied up to a maximum of 8 hours each)		**12**
Thesis Research Credit (min/max applied toward degree)		**2-8**
	(Optional) Concentration Courses. May overlap with other general coursework requirements	**12-24**
Total Hours		**32**

Other Requirements

Requirements may overlap. A concentration is not required.

Minimum GPA   3.0

NEW		

Course	Title	Hours
Psychological Foundations Courses in Educational Psychology		**4**
Select one of the following:		
Any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership		
		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
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EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
Thesis Research Credit (min/max applied toward degree)		**2-8**

400/500-Level Courses approved by Advisor (Independent Study can be applied up to a maximum of 8 hours)		**16-22**
	(Optional) Concentration Courses. May overlap with other general coursework requirements: 16-22 hours	
Total Hours		**32**

Other Requirements

Master's degree students must take at least one course outside of their degree-granting department.
Requirements may overlap. A concentration is not required.

500-Level Courses Required in Education (Thesis Research Credit not included)		**12**

Minimum GPA   3.0

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Elementary Education, EdM, key 199
Secondary Education, EdM, key 206
Special Education, EdM, key 220
Special Education, MS, key 221

How Assessment Will Be Administered In The Department/Program

The learning outcomes assessment activities will be grounded in the overarching EPOL learning outcome, which is to foster 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. Our assessment activities are described in Table 1 below.

Table 1. Administration of Learning Outcomes Assessment

Level	Goal	Data Sources	Frequency
Department	Ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise	● Student input ● Faculty input ● College Academic Program Committee ● Campus policies	Once a month during department leadership meeting
Program	Ensure the learning outcomes at program level align with departmental policies and operational capacities	● Student input ● Faculty input ● Departmental Graduate Program Committee (GPC)	Once a month during department GPC meeting (AY)
Concentration	Ensure the learning outcomes at concentration level align with faculty expertise and operational capacities	● Student input ● Faculty input	Once a month during concentration faculty meeting (AY)

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Sent: Thursday, July 20, 2023 2:38 PM
To: Fuller, Lori A <harvey1@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Yes, I approve.

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve of these changes.

Thanks,

Yoon

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoonpak@illinois.edu <mailto:yoonpak@illinois.edu>

Virtual Office Hours:
Mondays, 11:00am-1:00pm CT
calendly.com/yoonpakofficehours <https://calendly.com/yoonpakofficehours>
(and by appointment)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development
The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle
<mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

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Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve.

Thanks,
kiel

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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> Curriculum & Instruction, CAS,
> Curriculum & Instruction, EdM,
> Curriculum & Instruction, MA,
> Curriculum & Instruction, MS,
> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,

Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Good morning, Lori. After reviewing the proposed revisions to the COE master's degree programs, I support the changes and believe that students will benefit by expanding the options for foundational courses. Please let me know if you need anything else from me before these revisions can move forward. Thanks.

ML

MATT LAMBERT | Department Head & Professor | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://illinois.edu/>

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, August 25, 2023 9:44 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Zarate, Kary <kzarat2@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Matt,

Welcome to the college!

I work in the Graduate Programs Office and provide support to our Academic Programs Committee (APC). The APC is responsible for reviewing new or revised programs/courses in the college and making decisions that affect academic polies and programs in the college. Part of my responsibilities with APC include coordinating meetings and provide training to the CIM programs/course system (application to submit new proposals or revise existing courses or programs). If proposals involve multiple programs across departments across the college, I work to submit the proposals on behalf of the departments. This does not happen very often, since most of the proposals affect one department and they have a faculty member who is initiating or sponsoring the proposal.

Last semester in the spring, meetings were organized by the departments to revise our 12 existing master's degree

programs. Our master's degree programs in the college have a core set requirements that affect all master degree programs in our college. For example, in the course catalog, our current EPOL EdM requirements are found here <http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/#degreerequirementstext> . The CI EdM <http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/#degreerequirementstext> has the same core requirements. SPED EdM <http://catalog.illinois.edu/graduate/education/special-education-edm/#degreerequirementstext> also has the same core requirements with additional courses for their students. There are 12 master's degree programs in the college.

Last semester, the departments gathered together to revise the 12 existing master's degree programs to provide students with more options to complete the foundation requirements. The proposal was presented to our APC committee who voted to approve and move forward with the revisions. Over summer, I began the process of submitting the 12 proposals through the CIM, since this revision reflected all of the departments in the college.

In order for me to submit the proposals, I need a letter of support from every Department Head in our college. The letter of support can simply be a reply to this email. I am copying Kary Zarate on this email. Kary represents the SPED program on our APC committee. I am also copying Sarah McCarthey on this email. Last semester, she was the CI Department Head and played an integral part at the meetings for the program revisions. She will be able to answer any specific questions you may have about the revisions. Below is the letter of support I have sent to departments of EPOL, CI, and EPSY. I have received their letters of support. In order to move forward, I will need a letter of support from SPED. Please let me know if you have any questions.

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

Program Change Request

Date Submitted: 09/12/23 7:40 am

Viewing: **10KS5865EDM & 1PKS5865EDMU : Educational Psychology, EDM (on campus & online)**

Last approved: 03/15/23 10:24 am

Last edit: 02/20/24 11:54 am

Changes proposed by: Lori Fuller

Catalog Pages Using this Program	Educational Psychology, EdM

Proposal Type:

Approval Path

1. 09/14/23 7:46 pm
Donna Butler
(dbutler):
Approved for U
Program Review
2. 09/14/23 7:48 pm
Donna Butler
(dbutler): Rollback
to U Program
Review for 1616
Committee Chair
3. 09/15/23 9:47 pm
Mary Lowry
(lowry): Approved
for U Program
Review
4. 09/26/23 10:49
am
H Chad Lane

(hclane):
Approved for 1616
Committee Chair

5. 09/27/23 11:32
am
Kiel Christianson
(kiel): Approved
for 1616 Head

6. 01/10/24 9:53 am
Liv Thorstensson
Davila (livtd):
Approved for KN
Committee Chair

7. 01/10/24 10:42
am
Karla Moller
(kjmoller):
Approved for KN
Dean

8. 01/22/24 10:27
am
Claire Stewart
(clairest):
Approved for
University
Librarian

9. 02/07/24 3:28 pm
Allison McKinney
(agrindly):
Approved for
Grad_College

10. 02/07/24 9:19 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

11. 02/08/24 3:22 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 10, 2019 by
Kathy Martensen
(kmartens)

2. Jun 5, 2019 by

Deb Forgacs (dforgacs)
3. Nov 2, 2019 by Emily Stuby (eastuby)
4. Jun 5, 2020 by Kathy Stalter (kstalter)
5. Mar 12, 2021 by Deb Forgacs (dforgacs)
6. Sep 29, 2021 by Kathy Stalter (kstalter)
7. Mar 14, 2022 by Mary Lowry (lowry)
8. Mar 15, 2023 by Lori Fuller (harvey1)

Major (ex. Special Education)

This proposal is for a:
    Revision

Administration Details

Official Program Name	Educational Psychology, EDM (on campus & online)
Diploma Title	Master of Education
Sponsor College	Education
Sponsor Department	Educational Psychology
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu
College Contact	Lori Fuller
College Contact Email	harvey1@illinois.edu
College Budget Officer	Amanda Brown Toshua York
College Budget Officer Email	tmyork@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.

Does this program have inter-departmental administration?
No

Proposal Title

Effective Catalog Term   Fall 2024

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 Master of Education in Educational Psychology 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)."

Program Justification

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

1) Revisions to the Psychological Foundations course list to expand course selection from 12 course-list to any 400 level course in EPSY or EPSY 553. Also, includes 2 additional courses in the Philosophical and Social Foundation select from list (CI 446 & CI 501).

2) Additionally, we have reorganized the program of study for clarity. The phrase regarding 400/500 level hours required was removed. The 500 level requirement was moved to the Other Requirements. We have also removed the word "Research" from the row " Research/Project/Independent Study Hours.

3) We also have added the statement, "Master's degree students must take at least one course outside of their degree-granting department".

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/)
No

Why are these changes necessary?

        1) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses and some will be offered online. We have kept EPSY 553, Global Issues in Learning as an option for students to take. Global Issues in Learning addresses issues of learning in different contexts. It is also cross-listed with EPOL 523, which allows many students to take the course. Having a 500 level class in the offerings also allows master's degree students in education to count it as one of their 500 level courses.

        We added CI 446 & CI 501 under the Philosophical and Social Foundations to provide more options to students. By requiring students to take at least one course in another dept, students will broaden their content knowledge in education to understand different disciplinary perspectives.

        2) The phrase regarding 400/500 level hours required (originally located under the Elective hours) is not needed, since only 400-500 level courses can count towards the degree. Because foundation courses are being counted towards the 500 level requirement, the statement had moved to the Other Requirements section for clarity. We have also removed the word "Research" from the statement " Research/Project /Independent Study Hours (min/max applied toward degree)" because a research thesis is not required for this program.

        3) We have added the statement, "Master's degree students must take at least one course outside of their degree-granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

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

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

  No

Does this new program/proposed change result in the replacement of another program?

  No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

        Yes

Courses outside
of the sponsoring
department/interdisciplinary
departments

~~EPOL 552~~ - ~~Foundation of Higher Education~~

CI 446 - Culture in the Classroom

Please attach any letters of support/acknowledgement for any Instructional Resources consider faculty, students, and/or other impacted units as appropriate.

Letters of Support.pdf

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.

Counseling Psychology Division

Counseling Psychology students will possess a broad knowledge of the core areas of psychology.

Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.3

Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.

Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).

Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy

Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.

Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.

Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.

Counseling Psychology students will adopt a critical, scientific approach to professional activities.

Developmental Sciences Division

Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan.This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.

Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.

Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

Cognitive Science of Teaching and Learning (CSTL) Division

CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c)

multimodal information processing, and (d) sociocultural dimensions of learning.
CSTL students will obtain a deep expertise in a relevant topic within or cutting across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.
CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches.
Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.
QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.
QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.
QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.
QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

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

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program
Description and
Requirements
Attach Documents

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   EPSY EDM Degree Program Changes.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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership~~		
~~Select one of the following:~~		~~4~~
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
~~EPSY 400~~	~~Psychology of Learning in Education~~	
~~EPSY 401~~	~~Child Language and Education~~	
~~EPSY 402~~	~~Sociocultural Influence on Learning~~	
~~EPSY 404~~	~~Adjustment in School Settings~~	
~~EPSY 405~~	~~Personality and Soc Dev~~	
~~EPSY 406~~	~~Psychology of Classroom Management~~	
~~EPSY 407~~	~~Adult Learning and Development~~	
~~EPSY 408~~	~~Learning and Human Development with Educational Technology~~	
~~EPSY 430~~	~~Early Adolescent Development~~	
~~EPSY 485~~	~~Assessing Student Performance~~	
~~EPSY 490~~	~~Developments in Educational Psychology~~	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	

Code	Title	Hours
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
Elective Hours:		24

Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.

~~Research/Project/Independent Study Hours (min/max applied toward degree):~~   ~~0-8~~

Project/Independent Study Hours (min/max applied toward degree): 0-8

| Total Hours | | 32 |

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Grad Other Degree Requirements

Requirement	Description
Minimum GPA	3.0

500-Level Hours Required in Education12 hours

Corresponding Degree	EdM Master of Education

Program Features

Academic Level	Graduate

Does this major have transcripted concentrations?	Yes

Will you admit to the concentration directly?	No

Is a concentration required for graduation?	No

What is the typical time to completion of this program?
  2 years

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0

CIP Code	130603 - Educational Statistics and Research Methods.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

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:
                   This program is available on campus and online.

Admission Requirements

Desired Effective
Admissions Term

Is this revision a change to the admission status of the program?

   No

Provide a brief narrative description of the admission requirements for this program. Where relevant,
include information about licensure requirements, student background checks, GRE and TOEFL scores, and
admission requirements for transfer students.

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.
                   No changes to enrollment are expected.

Estimated Annual Number of Degrees Awarded

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

What is the   Fall
matriculation
term for this
program?

Budget

Are there   No
budgetary
implications for
this revision?

Will the program or revision require staffing (faculty, advisors, etc.)
beyond what is currently available?
No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?
There will not be a financial impact as a result of this revision. ~~This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.~~

Will the unit need to seek campus or other external resources?
No

Attach letters of
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base
Tuition, or Engineering Differential, or Social Work Online (no dollar amounts
necessary)

Are you seeking a change in the tuition rate or differential for this
program?
No

Is this program requesting self-supporting status?
No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size,
teaching loads, student-faculty ratios, etc.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control   EP.24.072

Number

Attach
Rollback/Approval
Notices

This proposal   No
requires HLC
inquiry

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook   EDM:Educational Psych -UIUC & EDMU:Educational Psych ONL -UIUC
Name

Program Code: 10KS5865EDM & 1PKS5865EDMU

Minor	Conc	Degree	EDM	Major
Code	Code	Code		Code
5865				

Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval   NA
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer   **Donna Butler (dbutler) (09/14/23 7:48 pm):** Rollback: need to wait for related
Comments   keys

OLD

Course	Title	Hours
Psychological Foundations Courses in Educational Psychology		
Select one of the following:		4
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	

Elective Hours:		24
400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)		
500-Level Hours Required in Education: 12 hours		
Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.		
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
Total Hours		**32**

Other Requirements

Minimum GPA   3.0

NEW

Course	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
Select one of the following:		
	Any 400 level EPSY course	
	OR	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPOL 401	History of American Education	
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EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	

Elective Hours:		24
	Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.	
Project/Independent Study Hours (min/max applied toward degree)		0-8
Total Hours		**32**

Master's degree students must take at least one course outside of their degree-granting department.

Other Requirements

Minimum GPA   3.0

500-Level Hours Required in Education: 12 hours

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Elementary Education, EdM, key 199
Secondary Education, EdM, key 206
Special Education, EdM, key 220
Special Education, MS, key 221

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Sent: Thursday, July 20, 2023 2:38 PM
To: Fuller, Lori A <harvey1@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Yes, I approve.

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve of these changes.

Thanks,

Yoon

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoonpak@illinois.edu <mailto:yoonpak@illinois.edu>

Virtual Office Hours:
Mondays, 11:00am-1:00pm CT
calendly.com/yoonpakofficehours <https://calendly.com/yoonpakofficehours>
(and by appointment)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development
The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

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Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve.

Thanks,
kiel

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

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> Curriculum & Instruction, CAS,
> Curriculum & Instruction, EdM,
> Curriculum & Instruction, MA,
> Curriculum & Instruction, MS,
> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,

Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Good morning, Lori. After reviewing the proposed revisions to the COE master's degree programs, I support the changes and believe that students will benefit by expanding the options for foundational courses. Please let me know if you need anything else from me before these revisions can move forward. Thanks.

ML

MATT LAMBERT | Department Head & Professor | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

 <http://illinois.edu/>

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, August 25, 2023 9:44 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Zarate, Kary <kzarat2@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Matt,

Welcome to the college!

I work in the Graduate Programs Office and provide support to our Academic Programs Committee (APC). The APC is responsible for reviewing new or revised programs/courses in the college and making decisions that affect academic polies and programs in the college. Part of my responsibilities with APC include coordinating meetings and provide training to the CIM programs/course system (application to submit new proposals or revise existing courses or programs). If proposals involve multiple programs across departments across the college, I work to submit the proposals on behalf of the departments. This does not happen very often, since most of the proposals affect one department and they have a faculty member who is initiating or sponsoring the proposal.

Last semester in the spring, meetings were organized by the departments to revise our 12 existing master's degree

programs. Our master's degree programs in the college have a core set requirements that affect all master degree programs in our college. For example, in the course catalog, our current EPOL EdM requirements are found here <http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/#degreerequirementstext> . The CI EdM <http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/#degreerequirementstext> has the same core requirements. SPED EdM <http://catalog.illinois.edu/graduate/education/special-education-edm/#degreerequirementstext> also has the same core requirements with additional courses for their students. There are 12 master's degree programs in the college.

Last semester, the departments gathered together to revise the 12 existing master's degree programs to provide students with more options to complete the foundation requirements. The proposal was presented to our APC committee who voted to approve and move forward with the revisions. Over summer, I began the process of submitting the 12 proposals through the CIM, since this revision reflected all of the departments in the college.

In order for me to submit the proposals, I need a letter of support from every Department Head in our college. The letter of support can simply be a reply to this email. I am copying Kary Zarate on this email. Kary represents the SPED program on our APC committee. I am also copying Sarah McCarthey on this email. Last semester, she was the CI Department Head and played an integral part at the meetings for the program revisions. She will be able to answer any specific questions you may have about the revisions. Below is the letter of support I have sent to departments of EPOL, CI, and EPSY. I have received their letters of support. In order to move forward, I will need a letter of support from SPED. Please let me know if you have any questions.

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

Program Change Request

Date Submitted: 09/12/23 7:41 am

Viewing: **10KS5865MA : Educational Psychology, MA**

Last approved: 03/15/23 10:25 am

Last edit: 02/20/24 11:54 am

Changes proposed by: Lori Fuller

Catalog Pages
Using this
Program

Educational Psychology, MA

Proposal Type:

In Workflow

1. **U Program Review**
2. **1616 Committee Chair**
3. **1616 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 09/15/23 9:47 pm
   Mary Lowry
   (lowry): Approved
   for U Program
   Review
2. 09/26/23 10:49
   am
   H Chad Lane
   (hclane):
   Approved for 1616
   Committee Chair
3. 09/27/23 11:33
   am
   Kiel Christianson
   (kiel): Approved
   for 1616 Head
4. 01/10/24 9:53 am
   Liv Thorstensson
   Davila (livtd):

Approved for KN
Committee Chair
5. 01/10/24 10:43
am
Karla Moller
(kjmoller):
Approved for KN
Dean
6. 01/22/24 10:28
am
Claire Stewart
(clairest):
Approved for
University
Librarian
7. 02/07/24 3:28 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
8. 02/07/24 9:18 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
9. 02/08/24 3:22 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 10, 2019 by
Kathy Stalter
(kstalter)
2. Nov 1, 2019 by
Deb Forgacs
(dforgacs)
3. Jun 5, 2020 by
Kathy Stalter
(kstalter)
4. Sep 29, 2021 by
Kathy Stalter
(kstalter)
5. Mar 14, 2022 by
Mary Lowry
(lowry)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program Name	Educational Psychology, MA
Diploma Title	Master of Arts in Educational Psychology
Sponsor College	Education
Sponsor Department	Educational Psychology
Sponsor Name	Karla Moller
Sponsor Email	kjmoller@illinois.edu

College Contact	Lori Fuller	College Contact Email

  harvey1@illinois.edu

College Budget Officer	Amanda Brown ~~Toshua York~~
College Budget Officer Email	~~tmyork@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.

Does this program have inter-departmental administration?
                No

Proposal Title

Effective Catalog Term	Fall 2024

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 Master of Arts in Educational Psychology 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)."

Program Justification

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

1) Revisions to the Psychological Foundations course list to expand course selection from 12 course-list to any 400 level course in EPSY or EPSY 553. Also, includes 2 additional courses in the Philosophical and Social Foundation select from list (CI 446 & CI 501).

2) Additionally, we have reorganized the program of study for clarity. The phrase regarding 400/500 level hours required was removed. The 500 level requirement was moved to the Other Requirements. The thesis requirement row was moved above the Elective header.

3) We also have added the statement, "Master's degree students must take at least one course outside of their degree-granting department".

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/)

No

Why are these changes necessary?

1) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses and some will be offered online. We have kept EPSY 553, Global Issues in Learning as an option for students to take. Global Issues in Learning addresses issues of learning in different contexts. It is also cross-listed with EPOL 523, which allows many students to take the course. Having a 500 level class in the offerings also allows master's degree students in education to count it as one of their 500 level courses.

We added courses under the Philosophical and Social Foundations to provide more options to students. By requiring students to take at least one course in another dept, students will broaden their content knowledge in education to understand different disciplinary perspectives.

2) The phrase regarding 400/500 level hours required (originally located under the Elective hours) is not needed, since only 400-500 level courses can count towards the degree. Since foundation courses are being counted towards the 500 level requirement, the statement had moved to the Other Requirements section for clarity. And we wanted the thesis requirement to stand out more.

3) We have added the statement, "Master's degree students must take at least one course outside of their degree-granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

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

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

~~EPOL 552~~ - ~~Foundation of Higher Education~~
CI 446 - Culture in the Classroom
CI 501 - Curr Dev for the 21st Century

Please attach any   Letters of Support.pdf

letters of
support/acknowledgement
for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

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.

Counseling Psychology Division

1. Counseling Psychology students will possess a broad knowledge of the core areas of psychology.
2. Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.3
3. Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.
4. Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).
5. Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy
6. Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.
7. Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.
8. Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.
9. Counseling Psychology students will adopt a critical, scientific approach to professional activities.

Developmental Sciences Division

1. Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan.This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.
2. Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.
3. Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

Cognitive Science of Teaching and Learning (CSTL) Division

1. CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c) multimodal information processing, and (d) sociocultural dimensions of learning.
2. CSTL students will obtain a deep expertise in a relevant topic within or cutting

across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.

3. CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches.

Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

1. QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.

2. QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.

3. QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.

4. QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.

5. QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

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

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program
Description and
Requirements
Attach Documents

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

Revised programs   EPSY__MA Degree Program Changes.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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Psychological Foundations Courses in Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
~~Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership~~		
~~Select one of the following:~~		~~4~~
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
~~EPSY 400~~	~~Psychology of Learning in Education~~	
~~EPSY 401~~	~~Child Language and Education~~	
~~EPSY 402~~	~~Sociocultural Influence on Learning~~	
~~EPSY 404~~	~~Adjustment in School Settings~~	
~~EPSY 405~~	~~Personality and Soc Dev~~	
~~EPSY 406~~	~~Psychology of Classroom Management~~	
~~EPSY 407~~	~~Adult Learning and Development~~	
~~EPSY 408~~	~~Learning and Human Development with Educational Technology~~	
~~EPSY 430~~	~~Early Adolescent Development~~	
~~EPSY 485~~	~~Assessing Student Performance~~	
~~EPSY 490~~	~~Developments in Educational Psychology~~	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	

Code	Title	Hours
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		22-24

Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.

~~Research/Project/Independent Study Hours (min/max applied toward degree):~~ ~~0-8~~

Research/Project/Independent Study Hours (min/max applied toward degree): 0-8

~~500-Level Hours Required in Education: 12 hours~~

Total Hours	32

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Grad Other Degree Requirements

Requirement	Description
Human Subjects Approval	
Minimum GPA	3.0

500-Level Hours Required in Education12 hours

Corresponding Degree	MA Master of Arts

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?
   2 years

What are the minimum Total Credit Hours required for this program?
   32

What is the required GPA?	3.0

CIP Code	130603 - Educational Statistics and Research Methods.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is available:

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

Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

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.

No changes to enrollment are expected

Estimated Annual Number of Degrees Awarded

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

What is the matriculation term for this program?	Fall

Budget

Are there 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?

~~There will not be a financial impact as a result of this revision.~~ ~~This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.~~

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

No

Attach letters of
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base
Tuition, or Engineering Differential, or Social Work Online (no dollar amounts
necessary)

Are you seeking a change in the tuition rate or differential for this
program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size,
teaching loads, student-faculty ratios, etc.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control   EP.24.072

Number

Attach
Rollback/Approval
Notices

This proposal
requires HLC
inquiry

No

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

MA:Educational Psych - UIUC

Program Code:

10KS5865MA

Minor Code	Conc Code	Degree Code	MA	Major Code
5865				

Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval
Date

NA

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer
Comments

KEY   moved/revised
      removed
      added/new

OLD

Course	Title	Hours
Psychological Foundations Courses in Educational		
Select one of the following:		4
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	

Elective Hours:		**24**
400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)		
500-Level Hours Required in Education: 12 hours		
	Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.	
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Total Hours		**32**

Other Requirements
Human Subjects Approval
Minimum GPA   3.0

NEW

Course	Title	Hours
Psychological Foundations Courses in Educational		4
Select one of the following:		
Any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
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EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	

EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		**22-24**
	Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.	
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
Total Hours		**32**

Master's degree students must take at least one course outside of their degree-granting department
Other Requirements
Human Subjects Approval
Minimum GPA   3.0
500-Level Hours Required in Education: 12 hours

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Elementary Education, EdM, key 199
Secondary Education, EdM, key 206
Special Education, EdM, key 220
Special Education, MS, key 221

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Sent: Thursday, July 20, 2023 2:38 PM
To: Fuller, Lori A <harvey1@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Yes, I approve.

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve of these changes.

Thanks,

Yoon

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoonpak@illinois.edu <mailto:yoonpak@illinois.edu>

Virtual Office Hours:
Mondays, 11:00am-1:00pm CT
calendly.com/yoonpakofficehours <https://calendly.com/yoonpakofficehours>
(and by appointment)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development
The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle
<mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs
housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the
section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level
EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional
courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy,
Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with

the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve.

Thanks,
kiel

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

> Curriculum & Instruction, CAS,
> Curriculum & Instruction, EdM,
> Curriculum & Instruction, MA,
> Curriculum & Instruction, MS,
> Early Childhood Education, EdM
> Education Policy, Organization & Leadership, CAS
> Education Policy, Organization & Leadership, EdM,
> Education Policy, Organization & Leadership, MA,
> Educational Psychology, EdM,
> Educational Psychology, MA,
> Educational Psychology, MS,
> Elementary Education, EdM,

Secondary Education, EdM,
Special Education, EdM,
Special Education, MS,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Good morning, Lori. After reviewing the proposed revisions to the COE master's degree programs, I support the changes and believe that students will benefit by expanding the options for foundational courses. Please let me know if you need anything else from me before these revisions can move forward. Thanks.

ML

MATT LAMBERT | Department Head & Professor | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://illinois.edu/>

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, August 25, 2023 9:44 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Zarate, Kary <kzarat2@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Matt,

Welcome to the college!

I work in the Graduate Programs Office and provide support to our Academic Programs Committee (APC). The APC is responsible for reviewing new or revised programs/courses in the college and making decisions that affect academic polies and programs in the college. Part of my responsibilities with APC include coordinating meetings and provide training to the CIM programs/course system (application to submit new proposals or revise existing courses or programs). If proposals involve multiple programs across departments across the college, I work to submit the proposals on behalf of the departments. This does not happen very often, since most of the proposals affect one department and they have a faculty member who is initiating or sponsoring the proposal.

Last semester in the spring, meetings were organized by the departments to revise our 12 existing master's degree

programs. Our master's degree programs in the college have a core set requirements that affect all master degree programs in our college. For example, in the course catalog, our current EPOL EdM requirements are found here <http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/#degreerequirementstext> . The CI EdM <http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/#degreerequirementstext> has the same core requirements. SPED EdM <http://catalog.illinois.edu/graduate/education/special-education-edm/#degreerequirementstext> also has the same core requirements with additional courses for their students. There are 12 master's degree programs in the college.

Last semester, the departments gathered together to revise the 12 existing master's degree programs to provide students with more options to complete the foundation requirements. The proposal was presented to our APC committee who voted to approve and move forward with the revisions. Over summer, I began the process of submitting the 12 proposals through the CIM, since this revision reflected all of the departments in the college.

In order for me to submit the proposals, I need a letter of support from every Department Head in our college. The letter of support can simply be a reply to this email. I am copying Kary Zarate on this email. Kary represents the SPED program on our APC committee. I am also copying Sarah McCarthey on this email. Last semester, she was the CI Department Head and played an integral part at the meetings for the program revisions. She will be able to answer any specific questions you may have about the revisions. Below is the letter of support I have sent to departments of EPOL, CI, and EPSY. I have received their letters of support. In order to move forward, I will need a letter of support from SPED. Please let me know if you have any questions.

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

Program Change Request

Date Submitted: 09/12/23 7:42 am

Viewing: **10KS5865MS : Educational Psychology, MS**

Last approved: 03/15/23 10:25 am

Last edit: 02/20/24 11:54 am

Changes proposed by: Lori Fuller

[Educational Psychology, MS](#)

Catalog Pages Using this Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1616 Committee Chair**
3. **1616 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 09/15/23 9:47 pm
   Mary Lowry (lowry): Approved for U Program Review
2. 09/26/23 10:50 am
   H Chad Lane (hclane): Approved for 1616 Committee Chair
3. 09/27/23 11:33 am
   Kiel Christianson (kiel): Approved for 1616 Head
4. 01/10/24 9:53 am
   Liv Thorstensson Davila (livtd):

Approved for KN Committee Chair

5. 01/10/24 10:43 am
Karla Moller (kjmoller): Approved for KN Dean

6. 01/22/24 10:28 am
Claire Stewart (clairest): Approved for University Librarian

7. 02/07/24 3:29 pm
Allison McKinney (agrindly): Approved for Grad_College

8. 02/07/24 9:15 pm
Suzanne Lee (suzannel): Approved for COTE Programs

9. 02/08/24 3:23 pm
Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 29, 2019 by Deb Forgacs (dforgacs)
2. May 10, 2019 by Kathy Stalter (kstalter)
3. Nov 1, 2019 by Deb Forgacs (dforgacs)
4. Jun 5, 2020 by Kathy Stalter (kstalter)
5. Sep 29, 2021 by Kathy Stalter (kstalter)

6. Mar 14, 2022 by
   Mary Lowry
   (lowry)
7. Mar 15, 2023 by
   Lori Fuller
   (harvey1)

Major (ex. Special Education)

This proposal is
for a:
  Revision

Administration Details

Official Program
Name   Educational Psychology, MS

Diploma Title   Master of Science in Educational Psychology

Sponsor College   Education

Sponsor   Educational Psychology
Department

Sponsor Name   Karla Moller

Sponsor Email   kjmoller@illinois.edu

College Contact   Lori Fuller   College Contact
                                                               Email

  harvey1@illinois.edu

College Budget   Amanda Brown Toshua York
Officer

College Budget   tmyork@illinois.edu
Officer Email

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.

Does this program have inter-departmental administration?
                      No

Proposal Title

Effective Catalog   Fall 2024
Term

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Science in Educational Psychology 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)."

Program Justification

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

1) Revisions to the Psychological Foundations course list to expand course selection from 12 course-list to any 400 level course in EPSY or EPSY 553. Also, includes 2 additional courses in the Philosophical and Social Foundation select from list, CI 446 & CI 501.

2) Additionally, we have reorganized the program of study for clarity. We moved the minimum number of 500-level hours statement to the Other Requirements. We moved the Thesis requirement row above the coursework. The number of coursework hours was adjusted from 24 to a range of 16-22. This also allowed us to remove the thesis note from the coursework row.

3) We also have added the statement, "Master's degree students must take at least one course outside of their degree-granting department".

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/)

No

Why are these changes necessary?

1) Student feedback has resulted in these changes. EPSY Foundations courses were not offered online and thus were not accessible to students. By eliminating the requirement to take specific courses, students will have access to a greater variety of courses and some will be offered online. We have kept EPSY 553, Global Issues in Learning as an option for students to take. Global Issues in Learning addresses issues of learning in different contexts. It is also cross-listed with EPOL 523, which allows many students to take the course. Having a 500 level class in the offerings also allows master's degree students in education to count it as one of their 500 level courses.

We added courses under the Philosophical and Social Foundations to provide more options to students. By requiring students to take at least one course in another dept, students will broaden their content knowledge in education to understand different disciplinary perspectives.

2) The phrase regarding 400/500 level hours required (originally located under the Elective hours) is not needed, since only 400-500 level courses can count towards the degree. Since foundation courses are being counted towards the 500 level requirement, the statement had moved to the Other Requirements section for clarity. We wanted to separate the required thesis hours from the electives.

3) We have added the statement, "Master's degree students must take at least one course outside of their degree-granting department" to encourage critical thinking and consider multiple perspectives through different disciplinary lenses.

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

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside of the sponsoring department/interdisciplinary departments

~~EPOL 552~~ - ~~Foundation of Higher Education~~
CI 446 - Culture in the Classroom
CI 501 - Curr Dev for the 21st Century

Please attach any   Letters of Support.pdf

letters of
support/acknowledgement
for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

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.

Counseling Psychology Division

Counseling Psychology students will possess a broad knowledge of the core areas of psychology.

Counseling Psychology students will have an understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.3

Counseling Psychology students will demonstrate skills at independently designing, conducting, writing, and presenting research studies.

Counseling Psychology students will be skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).

Counseling Psychology students will have the ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy

Counseling Psychology students will possess theoretical and scientific knowledge regarding skills in the provision of interventions.

Counseling Psychology students will value and develop competence in aspects of diversity and individual differences.

Counseling Psychology students will have knowledge and appreciation of the ethical issues involved in being a psychologist.

Counseling Psychology students will adopt a critical, scientific approach to professional activities.

Developmental Sciences Division

Developmental Sciences students will obtain a broad knowledge of the core areas of developmental research across the lifespan.This includes but is not limited to: a) social and emotional development; b) language and mathematical development; c) academic motivation and future planning/orientation; d) bullying and peer harassment; and e) identity formation with respect to gender, race, and ethnicity.

Developmental Sciences students will develop a deep expertise in a relevant specialized topic within or across these core areas. This includes mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.

Developmental Sciences students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Developmental Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

Cognitive Science of Teaching and Learning (CSTL) Division

CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c)

multimodal information processing, and (d) sociocultural dimensions of learning.
CSTL students will obtain a deep expertise in a relevant topic within or cutting across these core areas. This involves mastering theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student. In addition, they will develop skills at independently designing, conducting, writing, and presenting/publishing research studies.
CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature and their chosen professional identity/career path. This involves understanding the basic statistical analytical methods, research designs, measurement models, and research approaches.
Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.
QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.
QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.
QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.
QUERIES students in Evaluation will have the skills required for Evaluation scholars –in education, social welfare, health services, community development, human resource development, and other domains.

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

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

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

Program
Description and
Requirements
Attach Documents

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   EPSY MS Degree Program Changes.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.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Psychological Foundations Courses In Educational Psychology		4
Select any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
~~Philosophical and Social Foundations in Education Policy, Organization and Leadership~~		
~~Select one of the following:~~		~~4~~
Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
~~EPSY 400~~	~~Psychology of Learning in Education~~	
~~EPSY 401~~	~~Child Language and Education~~	
~~EPSY 402~~	~~Sociocultural Influence on Learning~~	
~~EPSY 404~~	~~Adjustment in School Settings~~	
~~EPSY 405~~	~~Personality and Soc Dev~~	
~~EPSY 406~~	~~Psychology of Classroom Management~~	
~~EPSY 407~~	~~Adult Learning and Development~~	
~~EPSY 408~~	~~Learning and Human Development with Educational Technology~~	
~~EPSY 430~~	~~Early Adolescent Development~~	
~~EPSY 485~~	~~Assessing Student Performance~~	
~~EPSY 490~~	~~Developments in Educational Psychology~~	
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	

Code	Title	Hours
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
~~Elective Hours:~~		~~24~~
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		16-24

Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.

Research/Project/Independent Study Hours (min/max applied toward degree):

Total Hours		32

Other Requirements

Masters degree students must take a graduate level College of Education course outside their degree granting department.

Grad Other Degree Requirements

Requirement	Description
Human Subjects Approval	
Minimum GPA	3.0
500-Level Hours in Education	12

Corresponding Degree	MS Master of Science

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	Yes
Will you admit to the concentration directly?	No
Is a concentration required for graduation?	No

What is the typical time to completion of this program?
  2 years

What are the minimum Total Credit Hours required for this program?
  32

What is the required GPA?	3.0
CIP Code	130603 - Educational Statistics and

Research Methods.

Is This a Teacher Certification Program?
No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is
available:
On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective
Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

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.
No changes to enrollment are expected

Estimated Annual Number of Degrees Awarded

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

What is the matriculation term for this program?	Fall

Budget

Are there 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?

There will not be a financial impact as a result of this revision. This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.

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

No

Attach letters of
support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base
Tuition, or Engineering Differential, or Social Work Online (no dollar amounts
necessary)

Are you seeking a change in the tuition rate or differential for this
program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size,
teaching loads, student-faculty ratios, etc.

There will not be an impact as a result of this revision.

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 revision.

EP Documentation

EP Control   EP.24.072
Number

Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	MS:Educational Psych -UIUC
Program Code:	10KS5865MS

Minor Code		Conc Code		Degree Code	MS	Major Code	
5865							

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	
IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	NA
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	

KEY

moved/revised
removed
added/new

OLD

Course	Title	Hours
Psychological Foundations Courses in Educational		
Select one of the following:		4
EPSY 400	Psychology of Learning in Education	
EPSY 401	Child Language and Education	
EPSY 402	Sociocultural Influence on Learning	
EPSY 404	Adjustment in School Settings	
EPSY 405	Personality and Soc Dev	
EPSY 406	Psychology of Classroom Management	
EPSY 407	Adult Learning and Development	
EPSY 408	Learning and Human Development with Educational Technology	
EPSY 430	Early Adolescent Development	
EPSY 485	Assessing Student Performance	
EPSY 490	Developments in Educational Psychology	
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education		
Policy, Organization and Leadership		
Select one of the following:		4
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
EPOL 410	Racial and Ethnic Families	
EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
Elective Hours:		**24**
400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)		
500-Level Hours Required in Education: 12 hours		
	Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.	
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Total Hours		**32**

Other
Requirements
Human Subjects Approval
Minimum GPA   3.0

NEW

Course	Title	Hours
Psychological Foundations Courses in Educational		**4**
Select one of the following:		
Any 400 level EPSY course		
OR		
EPSY 553	Global Issues in Learning	
Philosophical and Social Foundations Courses in Education		
Policy, Organization and Leadership and Curriculum & Instruction		4
Select one of the following:		
EPOL 401	History of American Education	
EPOL 402	Asian American Education	
EPOL 403	Historical and Social Barriers	
EPOL 405	School and Society	
EPOL 406	Professional Ethics in Education	
EPOL 407	Critical Thinking in Education	
EPOL 408	Aesthetic Education	
EPOL 409	Sociology of Education	
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EPOL 412	Politics of Education	
EPOL 413	Economics of Education	
EPOL 480	Technology and Educational Reform	
EPOL 552	Foundation of Higher Education	
CI 446	Culture in the Classroom	
CI 501	Curriculum Development for the 21st Century	
EPSY 599	Thesis Research (min/max applied toward degree)	2-8
Elective Hours:		**16-24**
	Students pursuing the Concentration in African American Studies are required to take 24 hours of Concentration courses, for a total of 56 hours.	
Research/Project/Independent Study Hours (min/max applied toward degree)		0-8
Total Hours		**32**

Master's degree students must take at least one course outside of their degree-granting department
Other
Requirements
Human Subjects Approval
Minimum GPA   3.0
500-Level Hours Required in Education: 12 hours

Curriculum & Instruction, CAS, key 196
Curriculum & Instruction, EdM, key 201
Curriculum & Instruction, MA, key 200
Curriculum & Instruction, MS, key 203
Early Childhood Education, EdM 202
Education Policy, Organization & Leadership, CAS, key 207
Education Policy, Organization & Leadership, EdM, key 211
Education Policy, Organization & Leadership, MA, key 210
Educational Psychology, EdM, key 216
Educational Psychology, MA, key 215
Educational Psychology, MS, key 217
Elementary Education, EdM, key 199
Secondary Education, EdM, key 206
Special Education, EdM, key 220
Special Education, MS, key 221

Subject: FW: Letter of Support for the revision of the College of Education Master's Degree programs

-----Original Message-----
From: McCarthey, Sarah Jane <mccarthe@illinois.edu>
Sent: Thursday, July 20, 2023 2:38 PM
To: Fuller, Lori A <harvey1@illinois.edu>
Subject: Re: Letter of Support for the revision of the College of Education Master's Degree programs

Yes, I approve.

From: Fuller, Lori A
Sent: Monday, July 17, 2023 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>; Christianson, Kiel <kiel@illinois.edu>; Perry, Michelle <mperry@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve of these changes.

Thanks,

Yoon

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoonpak@illinois.edu <mailto:yoonpak@illinois.edu>

Virtual Office Hours:
Mondays, 11:00am-1:00pm CT
calendly.com/yoonpakofficehours <https://calendly.com/yoonpakofficehours>
(and by appointment)

Learn about TEAACH <https://teaach.education.illinois.edu/> Online Professional Development
The Teaching of Equitable Asian American Community History

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle
<mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs
housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the
section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level
EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional
courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy,
Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with

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Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

College of Education

University of Illinois at Urbana-Champaign

1310 S. Sixth Street, Room 142

Champaign, IL 61820

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

I approve.

Thanks,
kiel

From: Fuller, Lori A <harvey1@illinois.edu>
Date: Monday, July 17, 2023 at 8:57 AM
To: Pak, Yoon <yoonpak@illinois.edu>, Christianson, Kiel <kiel@illinois.edu>, Perry, Michelle <mperry@illinois.edu>, McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Dear Sarah, Yoon, Kiel, and Michelle,

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,
Curriculum & Instruction, EdM,
Curriculum & Instruction, MA,
Curriculum & Instruction, MS,
Early Childhood Education, EdM
Education Policy, Organization & Leadership, CAS
Education Policy, Organization & Leadership, EdM,
Education Policy, Organization & Leadership, MA,
Educational Psychology, EdM,
Educational Psychology, MA,
Educational Psychology, MS,
Elementary Education, EdM,

Thank you,

Lori Fuller
Assistant to the Associate Dean for Graduate Programs
College of Education
University of Illinois at Urbana-Champaign
1310 S. Sixth Street, Room 142
Champaign, IL 61820
http://education.illinois.edu

Good morning, Lori. After reviewing the proposed revisions to the COE master's degree programs, I support the changes and believe that students will benefit by expanding the options for foundational courses. Please let me know if you need anything else from me before these revisions can move forward. Thanks.

ML

MATT LAMBERT | Department Head & Professor | Special Education | University of Illinois Urbana-Champaign 1310 South Sixth Street | 288E Education Building | Champaign, IL 61820 | 217.244.5293 | matt5@illinois.edu <mailto:matt5@illinois.edu>

<http://illinois.edu/>

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Fuller, Lori A <harvey1@illinois.edu>
Sent: Friday, August 25, 2023 9:44 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Zarate, Kary <kzarat2@illinois.edu>; McCarthey, Sarah Jane <mccarthe@illinois.edu>
Subject: Letter of Support for the revision of the College of Education Master's Degree programs

Hi Matt,

Welcome to the college!

I work in the Graduate Programs Office and provide support to our Academic Programs Committee (APC). The APC is responsible for reviewing new or revised programs/courses in the college and making decisions that affect academic polies and programs in the college. Part of my responsibilities with APC include coordinating meetings and provide training to the CIM programs/course system (application to submit new proposals or revise existing courses or programs). If proposals involve multiple programs across departments across the college, I work to submit the proposals on behalf of the departments. This does not happen very often, since most of the proposals affect one department and they have a faculty member who is initiating or sponsoring the proposal.

Last semester in the spring, meetings were organized by the departments to revise our 12 existing master's degree

programs. Our master's degree programs in the college have a core set requirements that affect all master degree programs in our college. For example, in the course catalog, our current EPOL EdM requirements are found here <http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/#degreerequirementstext> . The CI EdM <http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/#degreerequirementstext> has the same core requirements. SPED EdM <http://catalog.illinois.edu/graduate/education/special-education-edm/#degreerequirementstext> also has the same core requirements with additional courses for their students. There are 12 master's degree programs in the college.

Last semester, the departments gathered together to revise the 12 existing master's degree programs to provide students with more options to complete the foundation requirements. The proposal was presented to our APC committee who voted to approve and move forward with the revisions. Over summer, I began the process of submitting the 12 proposals through the CIM, since this revision reflected all of the departments in the college.

In order for me to submit the proposals, I need a letter of support from every Department Head in our college. The letter of support can simply be a reply to this email. I am copying Kary Zarate on this email. Kary represents the SPED program on our APC committee. I am also copying Sarah McCarthey on this email. Last semester, she was the CI Department Head and played an integral part at the meetings for the program revisions. She will be able to answer any specific questions you may have about the revisions. Below is the letter of support I have sent to departments of EPOL, CI, and EPSY. I have received their letters of support. In order to move forward, I will need a letter of support from SPED. Please let me know if you have any questions.

I am writing on behalf of the college to request a letter of support for the revision of the master's degree programs housed in the College of Education. The revision will request to remove the specific EPSY courses listed in the section: Psychological Foundations Courses in Educational Psychology and replace the courses with any 400 level EPSY course or EPSY 553. We are also requesting your support to add CI 446, CI 415, and CI 501 as optional courses listed under the new heading: Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction. These revisions are consistent with the discussion with the Executive Officers and Departmental DGS from EPSY, CI and EPOL during spring 2023. The revision will affect all master's degree programs housed in the College of Education (see below). Please indicate your support for this revision by replying to this email.

Curriculum & Instruction, CAS,

Curriculum & Instruction, EdM,

Curriculum & Instruction, MA,

Curriculum & Instruction, MS,

Early Childhood Education, EdM

Education Policy, Organization & Leadership, CAS

Education Policy, Organization & Leadership, EdM,

Education Policy, Organization & Leadership, MA,

Educational Psychology, EdM,

Educational Psychology, MA,

Educational Psychology, MS,

Elementary Education, EdM,

Secondary Education, EdM,

Special Education, EdM,

Special Education, MS,

Thank you,

Lori Fuller

Assistant to the Associate Dean for Graduate Programs

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