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

### **PROPOSAL TITLE**

Revise the Graduate Concentration in Educational Administration and Leadership in the Major in Education, Organization and Leadership; Department of Education Policy, Organization and Leadership.

### **SPONSOR**

Donald G. Hackmann, Professor, Department of Education Policy, Organization and Leadership (333-0230, [dghack@illinois.edu](mailto:dghack@illinois.edu))

### **COLLEGE CONTACT**

Kathy Stalter, Assistant to the Associate Dean for Student Academic Affairs, College of Education (333-0964, [kstalter@illinois.edu](mailto:kstalter@illinois.edu))

### **BRIEF DESCRIPTION**

The Department of Education Policy, Organization and Leadership proposes to modify the required hours for the Graduate Concentration in Educational Administration and Leadership for all degrees to 24 hours of graduate credit, thus allowing the concentration to be added to any degree without requiring credit beyond what is needed to fulfill the degree requirements. Currently, the EAL concentration varies between 24 and 28 hours, depending on the degree.

### **JUSTIFICATION**

The Educational Administration and Leadership (EAL) graduate concentration currently requires 24 credit hours. However, at two degree levels, the addition of the concentration requires students to exceed the number of hours required for the degree alone, when they earn the concentration. (For details see the proposal to create the concentration, Appendix A.) Therefore, currently, the Master of Education (EdM) degree in Educational Organization and Leadership with the EAL concentration requires 36 (4 additional) hours, and the Certificate of Advanced Studies (CAS) in Educational Organization and Leadership with the EAL concentration requires a minimum of 36 (4 additional) hours. And at the same time the Master of Science (MS) degree in Educational Organization and Leadership with the EAL concentration requires a minimum 32 hours with or without the EAL concentration; with the reduction in hours for the concentration, the minimum number of credit hours for the EdM, MS, and CAS degrees in Educational Organization and Leadership with the EAL concentration will be 32 credit hours, which is

aligned with other master's and CAS degrees in the Department of Education Policy, Organization and Leadership, as well as the College of Education. The proposed reduction in credit hours for the Educational Administration and Leadership concentration will not affect the minimum requirements for the Doctor of Education (EdD) and Doctor of Philosophy (PhD) degrees in Educational Organization and Leadership with the EAL concentration, and the EAL graduate concentration would be a standard for these degrees, as well.

The second goal of this proposal is to standardize the course selection list for the EAL concentration. When first established, each degree level had a different set of courses from which students could select (Appendix A). In recent years, due to new requirements for Illinois administrative licensure, course titles and content have been revised. The proposed listing of courses reflects these changes, although there is a substantial amount of overlap between the current and proposed EAL course lists. For clarity in advising and standardization of what students will receive within the concentration across the levels, we would like to make the list of courses uniform.

The third goal of this proposal is to make the EAL concentration available to Doctor of Education (EdDX) students enrolled in our off-campus program; previously this option was only offered for on-campus students. With the recent approval of our Principal Preparation program by the Illinois State Board of Education, students enrolled in the EdMX, EdMU, and CASX degree options are now allowed to obtain the EAL concentration. The current proposal requests that off-campus EdDX students also have an opportunity to obtain the EAL concentration. (Note: EdMX, CASX, and EdDX refer to off-campus programs; EdMU refers to on-line program.)

For the EdM, MS, CAS, EdD, PhD, EdMX, CASX, EdDX, and EdMU degrees in Educational Organization and Leadership, the proposed change opens up the opportunity for students to tailor the curriculum toward their specific areas of interest within the field of PK-12 educational leadership. Students declaring the Graduate Concentration in Educational Administration and Leadership (EAL) may select from the following courses:

- EOL540 Introduction to Educational Leadership (4 hrs.)
- EOL541 Supervision of Learning Environments (4 hrs.)
- EOL542 Leading Learning-Centered Schools (4 hrs.)
- EOL543 Leading School Improvement (4 hrs.)
- EOL544 School District Improvement (4 hrs.)
- EOL546 Public School Finance (4 hrs.)
- EOL547 Education Law (4 hrs.)
- EOL548 Political and Cultural Context of Education (4 hrs.)
- EOL549 Administration Theory (4 hrs.)
- EOL550 Educational Leadership and Professional Development (4 hrs.)
- EOL560 Clinical Experience in Administration (4 hrs.)
- EOL561 Educational Politics and Policies (4 hrs.)
- EOL562 School District Management (4 hrs.)
- EOL563 The School Superintendency (4 hrs.)
- EOL564 Democracy/Politics (4 hrs.)
- EOL565 Human Resource Management (4 hrs.)

EOL566 Financial Administration (4 hrs.)  
 EOL567 Program Planning and Evaluation (4 hrs.)  
 EOL568 Diversity, Leadership and Policy (4 hrs.)  
 EOL588 Capstone Experience I & II (4 hrs.)  
 EOL595 Independent Study (maximum of 4 hrs.)  
 EOL599 Thesis Research (maximum of 4 hrs.)

Students may earn the concentration more than once, if they pursue it within different degree programs and take different courses. For example, a student may earn the concentration during their EdM program by taking EOL540, EOL541, EOL542, EOL543, EOL544, and EOL547, and then again during their PhD program by taking EOL549, EOL561, EOL562, EOL563, EOL564, and EOL567.

The Appendix contains comparisons of the current and proposed degree requirements. Students currently in the EAL concentration will be given the choice to continue under the former concentration requirements or switch to the new requirements.

## **BUDGETARY AND STAFF IMPLICATIONS**

### a. Additional staff and dollars needed

The proposed changes should not result in the need for additional staff members. Capacity for instruction and anticipated enrollment in this concentration will remain unchanged, and these revisions will not result in an increase in student enrollment in the department.

### b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.)

There is no anticipated need for reallocations as a result of this proposal. All of the courses listed are already existing courses.

### c. Effect on course enrollment in other units and explanations of discussions with representatives of those departments

There is no anticipated effect on course enrollment in other units, as all the concentration courses are offered by our department.

### d. Impact on the University Library (*A letter of acknowledgement from the University Librarian must be included for all new program proposals.*)

We foresee no impact on the University Library as a result of this proposal. The materials needed to support these courses are already available.

### e. Impact on computer use, laboratory use, equipment, etc.

We do not anticipate any impact on computer use etc. as a result of this proposal.

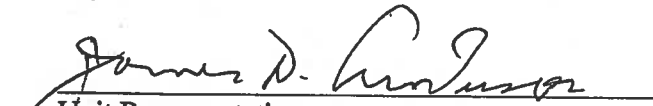
Upon approval.

**STATEMENT FOR PROGRAMS OF STUDY CATALOG**


See revised requirements tables that follow.

**CLEARANCES:** *(Clearances should include signatures and dates of approval) - - These signatures must appear on a separate sheet. If multiple departments or colleges, add lines.)*

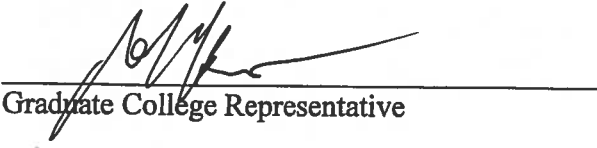
Signatures:

  
 \_\_\_\_\_  
 Unit Representative  
 James D. Anderson, Department Head

01/28/14  
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 Date

  
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 College Representative  
 Christopher Span, Associate Dean Academic Programs

2/25/14  
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 Date

  
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 Graduate College Representative

4/2/14  
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 Date

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 Provost Representative

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 Date

\_\_\_\_\_  
 Educational Policy Committee Representative

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 Date

## **Appendix A. *Original Proposal***

### **PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY**

#### **TITLE OF THE PROPOSAL:**

Proposal for Master of Education Concentration in Educational Administration and Leadership, Department of Educational Organization and Leadership, College of Education.

#### **SPONSOR:**

Dr. Donald G. Hackmann, Associate Professor, EOL, 333-0230

#### **BRIEF DESCRIPTION:**

The requested concentration is for an existing program that fulfills the requirements for the degree of Master of Education (EdM) in the Department of Educational Organization and Leadership (EOL). This concentration is for practitioners (already certified as teachers) and leads them to the possibility of licensure as PK-12 school leaders (within the state of Illinois, this is termed the General Administrative Endorsement), but there currently is no specific notation on their transcript indicating their program of study. In addition, some individuals interested in positions as education policy analysts also may seek this concentration.

Degree: Master of Education

Major: Educational Organization and Leadership

Concentration: Educational Administration and Leadership (EAL)

The EdM degree in Educational Organization and Leadership requires a minimum of 36 graduate hours. There is no thesis requirement with this degree. The Graduate Concentration in Educational Administration and Leadership requires a minimum of 24 hours of coursework at the 500-level in EOL. The EOL Department utilizes an EOL course prefix for all courses (both Higher Education, and Educational Administration and Leadership). These 24 hours are specific to the EAL program area. Courses that could be applied to this concentration include the following:

- EOL540 Intro to Edu Admin
- EOL541 Instructional Supervision
- EOL542 The Principalship
- EOL543 School Improvement
- EOL546 Educational Finance
- EOL547 Educational Law
- EOL548 Poli & Cultural Context of Ed
- EOL560 Clinical Experience Admin

The following six tenure-line faculty members have appointments in this program: Dr. Kern Alexander, professor; Dr. Richard Hunter, professor; Dr. Carolyn Shields, professor; Dr. Donald Hackmann, associate professor; Dr. Brad Kose, assistant professor; and Dr. Christopher Lubienski, assistant professor.

#### **JUSTIFICATION:**

The EOL Department currently offers programs in (a) Educational Administration and Leadership, and (b) Higher Education. This designation is requested, not for new programs, but to formalize current programs into concentrations in order to remove any ambiguity about the focus of the students' graduate programs. This designation provides a clear benefit to the student, because it provides a clear indication on the transcript that the individual has completed a required core of courses related to PK-12 educational leadership. For the department, this designation provides clarity in the applications process (i.e., students will apply to a specific program area within the EOL Department) and provides a mechanism for identifying and tracking students throughout the program.

There are no resource implications for this request. Many students registering in the EOL department are either practicing school teachers and administrators or seek related positions, such as in the area of educational policy. They are students for whom it is particularly meaningful to have the "Educational Administration and Leadership" concentration designation on their transcript. It clearly communicates to their prospective employers the area of focus of their graduate degree and removes any ambiguity about their areas of expertise and the positions for which they are qualified. Students would apply for this concentration at the time of application to the graduate program, or when they have completed a maximum of 20 hours of EAL coursework.

**BUDGETARY AND STAFF IMPLICATIONS:**

- a. Additional staff and dollars needed: NONE
- b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.): NONE
- c. Effect on course enrollment in other departments and explanations of discussions with representatives of those departments: NONE
- d. Impact on library, computer use, laboratory use, equipment, etc.: NONE

This concentration is requested for an existing program that is fully staffed with appropriate faculty to serve students who are annually admitted into the program area. All needed institutional resources are in place and no additional support is requested.

**GUIDELINES FOR UNDERGRADUATE EDUCATION: N/A**

**CLEARANCES:**

*Sponsor:* \_\_\_\_\_ *Date* \_\_\_\_\_  
*Department Head:* \_\_\_\_\_ *Date* \_\_\_\_\_  
*Dean:* \_\_\_\_\_ *Date* \_\_\_\_\_

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

The Master of Education degree in Educational Organization and Leadership offers a graduate concentration in Educational Administration and Leadership. This concentration prepares students for school-level leadership positions in PK-12 school districts (i.e., principalship licensure) and in educational policy positions in educational organizations and agencies.

**EFFECTIVE DATE:** January 2, 2007

## **PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY**

### **TITLE OF THE PROPOSAL:**

Proposal for Master of Science Concentration in Educational Administration and Leadership, Department of Educational Organization and Leadership, College of Education.

### **SPONSOR:**

Dr. Donald G. Hackmann, Associate Professor, EOL, 333-0230

### **BRIEF DESCRIPTION:**

The requested concentration is for an existing program that fulfills the requirements for the degree of Master of Science (MS) in the Department of Educational Organization and Leadership (EOL). This concentration is for students with research interests in education and/or who are interested in positions as education policy analysts in state or federal educational organizations and agencies. Candidates often enter these programs with the intent of eventually pursuing doctoral degrees. There currently is no specific notation on their transcript indicating their program of study.

Degree: Master of Science

Major: Educational Organization and Leadership

Concentration: Educational Administration and Leadership (EAL)

The MS degree in Educational Organization and Leadership requires a minimum of 32 graduate hours. There is a thesis requirement for this degree. The Graduate Concentration in Educational Administration and Leadership graduate requires a minimum of 24 graduate hours of coursework at the 500-level in EOL. The EOL Department utilizes an EOL course prefix for all courses (both Higher Education, and Educational Administration and Leadership). These 24 hours are specific to the EAL program area. Courses that could be applied to this concentration include the following:

EOL518 Econ of Ed, Hlth & Hum Capital

EOL540 Intro to Edu Admin

EOL541 Instructional Supervision

EOL542 The Principalship

EOL543 School Improvement

EOL546 Educational Finance

EOL547 Educational Law

EOL548 Poli & Cultural Context of Ed

EOL560 Clinical Experience Admin

EOL595 Independent Study

EOL599 Thesis Research

The following six tenure-line faculty members have appointments in the EAL program: Dr. Kern Alexander, professor; Dr. Richard Hunter, professor; Dr. Carolyn Shields, professor; Dr. Donald Hackmann, associate professor; Dr. Brad Kose, assistant professor; and Dr. Christopher Lubienski, assistant professor. Because this degree option includes a thesis, at least one EAL faculty member must serve on the student's thesis committee.

### **JUSTIFICATION:**

The EOL Department currently offers programs in (a) Educational Administration and Leadership, and (b) Higher Education. This designation is requested, not for new programs, but to formalize current programs into concentrations in order to remove any ambiguity about the focus of the students' graduate programs. This designation provides a clear benefit to the student, because it provides a clear indication on the transcript that the individual has completed a required core of courses related to PK-12 school organizations, structures, and policy. For the department, this designation provides clarity in the applications process (i.e., students will apply to a specific program area within the EOL Department) and provides a mechanism for identifying and tracking students throughout the program.

There are no resource implications for this request. Some students applying to the EAL program area are interested in PK-12 research and education policy positions, or aspire to careers in the field of educational administration and policy. For these students, it is particularly meaningful to have the "Educational Administration and Leadership" concentration designation on their transcripts. It clearly communicates the area of focus on their graduate degree and removes ambiguity about their content specialization. Students would apply for this concentration at the time of application to the graduate program, or when they have completed a maximum of 20 hours of EAL coursework.

**BUDGETARY AND STAFF IMPLICATIONS:**

- a. Additional staff and dollars needed: NONE
- b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.): NONE
- c. Effect on course enrollment in other departments and explanations of discussions with representatives of those departments: NONE
- d. Impact on library, computer use, laboratory use, equipment, etc.: NONE

This concentration is requested for an existing program that is fully staffed with appropriate faculty to serve students who are annually admitted into the program area. All needed institutional resources are in place and no additional support is requested.

**GUIDELINES FOR UNDERGRADUATE EDUCATION: N/A**

**CLEARANCES:**

*Sponsor:* \_\_\_\_\_ *Date* \_\_\_\_\_  
*Department Head:* \_\_\_\_\_ *Date* \_\_\_\_\_  
*Dean:* \_\_\_\_\_ *Date* \_\_\_\_\_

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

The Master of Science degree in Educational Organization and Leadership offers a graduate concentration in Educational Administration and Leadership. This concentration prepares students for positions in research and policy development concerning PK-12 school organizations and/or educational policy positions in educational organizations and agencies.

**EFFECTIVE DATE:** January 2, 2007



## **PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY**

### **TITLE OF THE PROPOSAL:**

Proposal for Certificate of Advanced Studies Concentration in Educational Administration and Leadership, Department of Educational Organization and Leadership, College of Education.

### **SPONSOR:**

Dr. Donald G. Hackmann, Associate Professor, EOL, 333-0230

### **BRIEF DESCRIPTION:**

The requested concentration is for an existing program that fulfills the requirements for the Certificate of Advanced Studies (CAS) in the Department of Educational Organization and Leadership (EOL). This concentration is for practitioners (already certified as teachers or with the General Administrative Endorsement) and leads them to the possibility of administrative licensure (within the state of Illinois, this may be either the General Administrative Endorsement or the Superintendent Endorsement), but there currently is no specific notation on their transcript indicating their program of study. In addition, some individuals interested in positions as education policy analysts also may seek this concentration.

Degree: Certificate of Advanced Studies

Major: Educational Organization and Leadership

Concentration: Educational Administration and Leadership (EAL)

The CAS degree in Educational Organization and Leadership requires a minimum of 36 graduate hours. There is no thesis requirement with this degree. The Graduate Concentration in Educational Administration and Leadership requires a minimum of 24 hours of coursework at the 500-level in EOL. The EOL Department utilizes an EOL course prefix for all courses (both Higher Education, and Educational Administration and Leadership). These 24 hours are specific to the EAL program area.

Courses that could be applied to this concentration include the following:

- EOL540 Intro to Edu Admin.
- EOL541 Instructional Supervision
- EOL542 The Principalship
- EOL543 School Improvement
- EOL544 School Dist Improvement
- EOL546 Educational Finance
- EOL547 Educational Law
- EOL548 Poli & Cultural Context of Ed
- EOL549 Administration Theory
- EOL560 Clinical Experience Admin
- EOL561 Ed Politics and Policies
- EOL562 School District Management
- EOL563 The School Superintendency
- EOL564 Democracy/Politics
- EOL565 Human Resource Management
- EOL566 Financial Administration
- EOL567 Program Planning & Evaluation

The following six tenure-line faculty members have appointments in this program: Dr. Kern Alexander, professor; Dr. Richard Hunter, professor; Dr. Carolyn Shields, professor; Dr. Donald Hackmann,

associate professor; Dr. Brad Kose, assistant professor; and Dr. Christopher Lubienski, assistant professor.

### **JUSTIFICATION:**

The EOL Department currently offers programs in (a) Educational Administration and Leadership, and (b) Higher Education. This designation is requested, not for new programs, but to formalize current programs into concentrations in order to remove any ambiguity about the focus of the students' graduate programs. This designation provides a clear benefit to the student, because it provides a clear indication on the transcript that the individual has completed a required core of courses related to PK-12 school leadership. For the department, this designation provides clarity in the applications process (i.e., students will apply to a specific program area within the EOL Department) and provides a mechanism for identifying and tracking students throughout the program.

There are no resource implications for this request. Many students registering in the EOL department are either practicing school teachers and administrators or seek related positions, such as in the area of educational policy. They are students for whom it is particularly meaningful to have the "Educational Administration and Leadership" concentration designation on their transcript. It clearly communicates to their prospective employers the area of focus of their graduate degree and removes any ambiguity about their areas of expertise and the positions for which they are qualified. Students would apply for this concentration at the time of application to the graduate program, or when they have completed a maximum of 20 hours of EAL coursework.

### **BUDGETARY AND STAFF IMPLICATIONS:**

- a. Additional staff and dollars needed: NONE
- b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.): NONE
- c. Effect on course enrollment in other departments and explanations of discussions with representatives of those departments: NONE
- d. Impact on library, computer use, laboratory use, equipment, etc.: NONE

This concentration is requested for an existing program that is fully staffed with appropriate faculty to serve students who are annually admitted into the program area. All needed institutional resources are in place and no additional support is requested.

### **GUIDELINES FOR UNDERGRADUATE EDUCATION: N/A**

### **CLEARANCES:**

*Sponsor:* \_\_\_\_\_ *Date* \_\_\_\_\_  
*Department Head:* \_\_\_\_\_ *Date* \_\_\_\_\_  
*Dean:* \_\_\_\_\_ *Date* \_\_\_\_\_

### **STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

The Certificate of Advanced Studies in Educational Organization and Leadership offers a graduate concentration in Educational Administration and Leadership. This concentration prepares students for educational leadership positions in PK-12 school districts (i.e., principalship licensure or superintendent licensure) and in educational policy positions in educational organizations and agencies.

**EFFECTIVE DATE:** January 2, 2007

## **PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY**

### **TITLE OF THE PROPOSAL:**

Proposal for Doctor of Education Concentration in Educational Administration and Leadership,  
Department of Educational Organization and Leadership, College of Education.

### **SPONSOR:**

Dr. Donald G. Hackmann, Associate Professor, EOL, 333-0230

### **BRIEF DESCRIPTION:**

The requested concentration is for an existing program that fulfills the requirements for the degree of Doctor of Education (EdD) in the Department of Educational Organization and Leadership (EOL). This concentration is for practitioners who are interested in attaining PK-12 administrative licensure and individuals interested in educational leadership and policy research analyst positions, but there currently is no specific notation on their transcript indicating their program of study.

Degree: Doctor of Education

Major: Educational Organization and Leadership

Concentration: Educational Administration and Leadership (EAL)

The EdD degree in Educational Organization and Leadership requires a minimum of 64 graduate hours. In addition, as required by the College of Education, the EdD requires 8 hours minimum of research methods courses (2 courses), and a cognate requirement of at least 16 hours (4 courses). A dissertation is required for this degree, with a minimum of 4 hours and maximum of 16 hours of thesis research credit to be counted toward the degree. The Graduate Concentration in Educational Administration and Leadership requires a minimum of 24 hours of coursework at the 500-level in EOL. The EOL Department utilizes an EOL course prefix for all courses (both Higher Education, and Educational Administration and Leadership). These 24 hours are specific to the EAL program area. Courses that could be applied to this concentration include the following:

- EOL540 Intro to Edu Admin.
- EOL541 Instructional Supervision
- EOL542 The Principalship
- EOL543 School Improvement
- EOL544 School Dist Improvement
- EOL546 Educational Finance
- EOL547 Educational Law
- EOL548 Poli & Cultural Context of Ed
- EOL549 Administration Theory
- EOL560 Clinical Experience Admin
- EOL561 Ed Politics and Policies
- EOL562 School District Management
- EOL563 The School Superintendency
- EOL564 Democracy/Politics
- EOL565 Human Resource Management
- EOL566 Financial Administration
- EOL567 Program Planning & Evaluation
- EOL599 Thesis Research

The following six tenure-line faculty members have appointments in this program: Dr. Kern Alexander, professor; Dr. Richard Hunter, professor; Dr. Carolyn Shields, professor; Dr. Donald Hackmann, associate professor; Dr. Brad Kose, asst. professor; and Dr. Christopher Lubienski, asst. professor.

#### **JUSTIFICATION:**

The EOL Department currently offers programs in (a) Educational Administration and Leadership, and (b) Higher Education. This designation is requested, not for new programs, but to formalize current programs into concentrations in order to remove any ambiguity about the focus of the students' graduate programs. This designation provides a clear benefit to the student, because it provides a clear indication on the transcript that the individual has completed a required core of courses related to PK-12 educational leadership. For the department, this designation provides clarity in the applications process (i.e., students apply to a specific program area within the EOL Department) and provides a mechanism for identifying and tracking students throughout the program.

There are no resource implications for this request. Many students registering in the EOL department are either practicing school teachers and administrators or seek related positions, such as in the area of educational policy. They are students for whom it is particularly meaningful to have the "Educational Administration and Leadership" concentration designation on their transcript. It clearly communicates to their prospective employers the area of focus of their graduate degree and removes any ambiguity about their areas of expertise and the positions for which they are qualified. Students would apply for this concentration at the time of application to the graduate program, or when they have completed a maximum of 20 hours of EAL coursework.

#### **BUDGETARY AND STAFF IMPLICATIONS:**

- a. Additional staff and dollars needed: NONE
- b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.): NONE
- c. Effect on course enrollment in other departments and explanations of discussions with representatives of those departments: NONE
- d. Impact on library, computer use, laboratory use, equipment, etc.: NONE

This concentration is requested for an existing program that is fully staffed with appropriate faculty to serve students who are annually admitted into the program area. All needed institutional resources are in place and no additional support is requested.

#### **GUIDELINES FOR UNDERGRADUATE EDUCATION: N/A**

#### **CLEARANCES:**

*Sponsor:* \_\_\_\_\_ *Date* \_\_\_\_\_  
*Department Head:* \_\_\_\_\_ *Date* \_\_\_\_\_  
*Dean:* \_\_\_\_\_ *Date* \_\_\_\_\_

#### **STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

The Doctor of Education degree in Educational Organization and Leadership offers a graduate concentration in Educational Administration and Leadership. This concentration prepares students for educational leadership positions in PK-12 school districts (i.e., principalship licensure or superintendent licensure) and in educational policy positions in educational organizations and agencies.

**EFFECTIVE DATE:** January 2, 2007

## **PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY**

### **TITLE OF THE PROPOSAL:**

Proposal for Doctor of Philosophy Concentration in Educational Administration and Leadership, Department of Educational Organization and Leadership, College of Education.

### **SPONSOR:**

Dr. Donald G. Hackmann, Associate Professor, EOL, 333-0230

### **BRIEF DESCRIPTION:**

The requested concentration is for an existing program that fulfills the requirements for the degree of Doctor of Philosophy (PhD) in the Department of Educational Organization and Leadership (EOL). This concentration is for individuals who are interested in academic positions and as researchers in the field of PK-12 educational leadership and policy, and for individuals who wish to work in educational policy positions, but there currently is no specific notation on their transcript indicating their program of study.

Degree: Doctor of Philosophy

Major: Educational Organization and Leadership

Concentration: Educational Administration and Leadership (EAL)

The PhD degree in Educational Organization and Leadership requires a minimum of 64 graduate hours beyond the master's degree, including thesis credit. In addition, consistent with College of Education (COE) policy, students also must complete the PhD Research Specialization requirements (a minimum of an additional 16 graduate hours, which are not counted in the 64 graduate hour requirement for the degree). A dissertation is required for this degree, with a minimum of 4 hours and maximum of 32 hours of thesis research credit to be counted toward the degree. The Graduate Concentration in Educational Administration requires a minimum of 24 hours of coursework at the 500-level in EOL. The EOL Department utilizes an EOL course prefix for all courses (both Higher Education, and Educational Administration and Leadership). These 24 hours are specific to the EAL program area. Courses that could be applied to this concentration include the following:

- EOL518 Econ of Ed, Hlth & Hum Capital
- EOL540 Intro to Edu Admin.
- EOL541 Instructional Supervision
- EOL542 The Principalship
- EOL543 School Improvement
- EOL544 School Dist Improvement
- EOL546 Educational Finance
- EOL547 Educational Law
- EOL548 Poli & Cultural Context of Ed
- EOL549 Administration Theory
- EOL560 Clinical Experience Admin
- EOL561 Ed Politics and Policies
- EOL562 School District Management
- EOL563 The School Superintendency
- EOL564 Democracy/Politics
- EOL565 Human Resource Management
- EOL566 Financial Administration
- EOL567 Program Planning & Evaluation
- EOL599 Thesis Research

The following six tenure-line faculty members have appointments in this program: Dr. Kern Alexander, professor; Dr. Richard Hunter, professor; Dr. Carolyn Shields, professor; Dr. Donald Hackmann, associate professor; Dr. Brad Kose, assist. professor; and Dr. Christopher Lubienski, assist. professor.

**JUSTIFICATION:**

The EOL Department currently offers programs in (a) Educational Administration and Leadership, and (b) Higher Education. This designation is requested, not for new programs, but to formalize current programs into concentrations in order to remove any ambiguity about the focus of the students' graduate programs. This designation provides a clear benefit to the student, because it provides a clear indication on the transcript that the individual has completed a required core of courses related to PK-12 educational leadership. For the department, this designation provides clarity in the applications process (i.e., students apply to a specific program area within the EOL Department) and provides a mechanism for identifying and tracking students throughout the program.

There are no resource implications for this request. Many students seeking a PhD degree in the EOL department are interested in academic positions as professors of educational leadership and policy or seek related positions in the areas of educational policy or policy research. They are students for whom it is particularly meaningful to have the "Educational Administration and Leadership" concentration designation on their transcript. It clearly communicates to their prospective employers the area of focus of their graduate degree and removes any ambiguity about their areas of expertise and the positions for which they are qualified. Students would apply for this concentration at the time of application to the graduate program, or when they have completed a maximum of 20 hours of EAL coursework.

**BUDGETARY AND STAFF IMPLICATIONS:**

- a. Additional staff and dollars needed: NONE
- b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.): NONE
- c. Effect on course enrollment in other departments and explanations of discussions with representatives of those departments: NONE
- d. Impact on library, computer use, laboratory use, equipment, etc.: NONE

This concentration is requested for an existing program that is fully staffed with appropriate faculty to serve students who are annually admitted into the program area. All needed institutional resources are in place and no additional support is requested.

**GUIDELINES FOR UNDERGRADUATE EDUCATION: N/A**

**CLEARANCES:**

*Sponsor:* \_\_\_\_\_ *Date* \_\_\_\_\_

*Department Head:* \_\_\_\_\_ *Date* \_\_\_\_\_

*Dean:* \_\_\_\_\_ *Date* \_\_\_\_\_

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

The Doctor of Philosophy degree in Educational Organization and Leadership offers a graduate concentration in Educational Administration and Leadership. This concentration prepares students for academic positions and as researchers in the field of PK-12 educational leadership and policy, and educational policy positions.

**EFFECTIVE DATE:** January 2, 2007

## Appendix B. Side-By-Side Comparison of Current and Proposed Degree Requirements

### Master of Science, Educational Organization and Leadership with Educational Administration and Leadership Concentration

Current Requirements: M.S.	Required Hours—No Concentration	Current Required Hours—Educational Administration and Leadership Concentration	Revised Requirements—Educational Administration and Leadership Concentration	Revised Hours
Psychological Foundations courses in Educational Psychology as defined by College of Education*	4	4	No change	4
Philosophical and Social Foundations Courses as defined by College of Education**	4	4	No change	4
Hours Required from Concentration List:				(max of 4 hours each of 595 and 599 can be applied toward this requirement)
Elective Hours: 400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included) 500-Level Hours Required in Education: 12 hours	24	24	No change	24
Research/Project/Independent Study Hours (min/max applied toward degree):	0-4	0-4	0-4	0-4
Thesis Hours Required – EOL 599 (min/max applied toward degree):	2-8	2-8	2-8	2-8
Total Hours (minimum)	32	32	32	32
Other Requirements: A concentration is not required.				
Minimum GPA:	3.0	3.0	3.0	3.0

\*Current options: EPSY 400, 401, 402, or 485: 2 hours AND EPSY 405, 406, or 430: 2 hours or EPSY 400, 401, 402, 404, 405, 406, 407 or 408: 4 hours

\*\*Current options: EPS 400, 401, 402, 403, 404, 410, 411, 412, 413, 414, 420, 421, 423, 424, 426, 500

**Master of Education, Educational Organization and Leadership with Educational Administration and Leadership Concentration**

<b>Current Requirements: Master of Education</b>	<b>Required Hours—No Concentration</b>	<b>Current Required Hours—Educational Administration and Leadership Concentration</b>	<b>Revised Requirements—Educational Administration and Leadership Concentration</b>	<b>Revised Hours</b>
Psychological Foundations courses in Educational Psychology as defined by College of Education*	4	4	No change	4
Philosophical and Social Foundations Courses as defined by College of Education**	4	4	No change	4
Hours Required from Concentration List:				(max of 4 hours of 595 can be applied toward this requirement)
Elective Hours: 400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included) 500-Level Hours Required in Education: 12 hours	24	28	24	24
Research/Project/Independent Study Hours (min/max applied toward degree):	0-8	0-4	0-4	0-8
Total Hours (minimum)	32	32	32	32
Other Requirements: A concentration is not required.				
Minimum GPA:	3.0	3.0	3.0	3.0

\*Current options: EPSY 400, 401, 402, or 485: 2 hours AND EPSY 405, 406, or 430: 2 hours or EPSY 400, 401, 402, 404, 405, 406, 407 or 408: 4 hours

\*\*Current options: EPS 400, 401, 402, 403, 404, 410, 411, 412, 413, 414, 420, 421, 423, 424, 426, 500



**Certificate of Advanced Study, Educational Organization and Leadership with Educational Administration and Leadership Concentration**

<b>Current Requirements: Certificate of Advanced Study</b>	<b>Required Hours—No Concentration</b>	<b>Current Required Hours—Educational Administration and Leadership Concentration</b>	<b>Revised Requirements—Educational Administration and Leadership Concentration</b>	<b>Revised Hours</b>
Psychological Foundations courses in Educational Psychology as defined by College of Education*	4	4	No change	4
Philosophical and Social Foundations Courses as defined by College of Education**	4	4	No change	4
Hours Required from Concentration List:	n/a			(max of 4 hours of 595 can be applied toward this requirement)
Elective Hours: 400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included) 500-Level Hours Required in Education: 12 hours	32	24	24	24
Research/Project/Independent Study Hours (min/max applied toward degree):	0-8	0-8	0-4	0-8
Total Hours (minimum)	32	36	32	32
Other Requirements: A concentration is not required.				
Minimum GPA:	3.0	3.0	3.0	3.0

\*Current options: EPSY 400, 401, 402, or 485: 2 hours AND EPSY 405, 406, or 430: 2 hours or EPSY 400, 401, 402, 404, 405, 406, 407 or 408: 4 hours

\*\*Current options: EPS 400, 401, 402, 403, 404, 410, 411, 412, 413, 414, 420, 421, 423, 424, 426, 500

**Doctor of Education, Educational Organization and Leadership with Educational Administration and Leadership Concentration**

<b>Current Requirements: Doctor of Education</b>	<b>Required Hours—No Concentration</b>	<b>Current Required Hours—Educational Administration and Leadership Concentration</b>	<b>Revised Requirements—Educational Administration and Leadership Concentration</b>	<b>Revised Hours</b>
Cognate Requirement (minimum applied toward degree)	16	16	No change	16
Research Methods	8	8	No change	8
500-Level Hours Required from Concentration List	0	24 (max of 4 hours of 599 can be applied toward this requirement)	No change	24 (max of 4 hours each of 595 and 599 can be applied toward this requirement)
Elective Hours: General Coursework Required	36	12	12	12
Research/Project/Independent Study Hours (min/max applied toward degree)	4-16	4-16	4-16	4-16
Total Hours (minimum)	64	64	64	64
Other Requirements: A concentration is not required. (all programs) Masters Degree Required for Admission to Ed.D. Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination, 4 hours during the graduating semester, and 0 hours for all other semesters Residency: 16 hours over 4 consecutive semesters of study on campus Qualifying Exams Required Human Subjects approval Preliminary Exam Required Final Exam/Dissertation Defense Required Dissertation Deposit Required				
Minimum GPA:	3.0	3.0	3.0	3.0

**Doctor of Philosophy, Educational Organization and Leadership with Educational Administration and Leadership Concentration**

<b>Current Requirements: Philosophy</b>	<b>Required Hours—No Concentration</b>	<b>Current Required Hours— Educational Administration and Leadership Concentration</b>	<b>Revised Requirements— Educational Administration and Leadership Concentration</b>	<b>Revised Hours</b>
Competence in one of four research specialization areas. These courses are required, but hours do not count toward the degree. (The number of hours needed varies.) (all programs)			No change	
500-Level Hours Required from Concentration List	0	24 (max of 4 hours of 599 can be applied toward this requirement)	No change	24 (max of 4 hours each of 595 and 599 can be applied toward this requirement)
Elective Hours: Minimum Hours Required in Education: 32 hours General Coursework Required: 28 hours (no concentration, 32 with concentration)	60	36	36	36
Research/Project/Independent Study Hours (min/max applied toward degree)	0-12	0-12	0-12	0-12
Thesis Hours Required—EOL599 (min/max applied toward degree)	4-32	4-32	4-32	4-32
Total Hours (minimum)	64	64	64	64
Other Requirements: A concentration is not required. (all programs) Masters Degree Required for Admission to PhD Continuous Enrollment: 4 hours each fall and spring semester until passing the preliminary examination and during the graduating semester and 0 hours for all other semesters Residency: 2 consecutive full-time (12 hours) semesters of study on campus Early Research Requirement				

Qualifying Exam Required				
Human Subjects approval				
Preliminary Exam Required				
Final Exam/Dissertation Defense Required				
Dissertation Deposit Required				
Minimum GPA:	3.0	3.0	3.0	3.0

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

EP.14.40

Office of the Provost and Vice Chancellor  
for Academic Affairs

Swanlund Administration Building  
601 East John Street  
Champaign, IL 61820



April 4, 2014

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

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Education and the Graduate College to revise the graduate concentration in Educational Administration and Leadership in the Ed.M., M.S., C.A.S., Ed.D., and Ph.D. in Educational Organization and Leadership.

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

Sincerely,

Handwritten signature of Kristi A. Kuntz.

Kristi A. Kuntz  
Assistant Provost

Enclosures

c: D. Hackmann  
M. Lowry  
C. Span  
K. Stalter

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN



Graduate College

204 Coble Hall  
801 South Wright Street  
Champaign, IL 61820-6210

April 2, 2014

Executive Committee

2013-2014 Members

Debasish Dutta, *Chair*

*Members*

David Ceperley

Dilip Chhajed

Susan Cole

Susan Garnsey

Tina Greenlee

David Hays

Christine Jenkins

Ashleigh Jones

Jack Juvik

Ramona Oswald

Yoon Pak

Glaucio Paulino

Dana Rabin

Joseph Rosenblatt

Carla Santos

Renee Trilling

Kristi Kuntz  
Office of the Provost  
207 Swanlund MC-304

Dear Kristi,

Enclosed please find the proposal seeking to revise the Graduate Concentration in Educational Administration and Leadership in the Major in Education, Organization and Leadership in the Department of Education Policy, Organization and Leadership, in the College of Education.

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

Sincerely,

John C. Hart  
Associate Dean, Graduate College

c: A. Edwards  
A. Kopera  
M. Lowry