EP.26.086_FINAL
Approved by EP 02/02/2026

Program Change Request

Date Submitted: 07/03/25 2:50 pm

Viewing: **5096 : Higher Education - Floating (on** **campus, off campus and online)** ~~campus)~~

Last approved: 10/24/23 9:46 am

Last edit: 02/05/26 8:18 am

Changes proposed by: Laura Ketchum

	Higher Education Concentration
Catalog Pages Using this Program	

Proposal Type:
   Concentration (ex. Dietetics)

This proposal is for a:
   Revision

In Workflow

1. **U Program Review**
2. **1760-EPOL Committee Chair**
3. **1760-EPOL 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. Catalog Editor
18. DMI

Approval Path

1. 07/09/25 3:38 pm
   Donna Butler
   (dbutler): Approved
   for U Program
   Review
2. 09/18/25 2:17 pm
   Linda Herrera
   (lherrera): Approved
   for 1760-EPOL
   Committee Chair
3. 09/18/25 2:18 pm
   Laura Ketchum

(ketchum): Approved for 1760-EPOL Head

4. 10/08/25 6:34 pm Linda Herrera (lherrera): Approved for KN Committee Chair

5. 11/07/25 3:13 pm Karla Moller (kjmoller): Approved for KN Dean

6. 11/10/25 1:28 pm Tom Teper (tteper): Approved for University Librarian

7. 11/25/25 11:58 am Allison McKinney (agrindly): Approved for Grad_College

8. 11/25/25 12:28 pm Suzanne Lee (suzannel): Approved for COTE Programs

9. 11/25/25 1:20 pm Brooke Newell (bsnewell): Rollback to Grad_College for Provost

10. 11/25/25 1:26 pm Mary Lowry (lowry): Approved for Grad_College

11. 11/25/25 1:42 pm Suzanne Lee (suzannel): Approved for COTE Programs

12. 11/25/25 2:01 pm
    Brooke Newell
    (bsnewell):
    Approved for
    Provost

History

1. Sep 11, 2020 by Deb
   Forgacs (dforgacs)
2. Oct 24, 2023 by
   Laura Ketchum
   (ketchum)

Administration Details

Official Program Name	Higher Education - Floating (on campus, off campus and online) campus)
Diploma Title	
Sponsor College	Education
Sponsor Department	Education Policy, Organization and Leadership
Sponsor Name	Lorenzo Baber Yoon Pak
Sponsor Email	Ldbaber@illinois.edu yoonpak@illinois.edu
College Contact	Lori Fuller

College Contact
Email

harvey1@illinois.edu

College Budget Officer	Amanda Brown
College Budget Officer Email	acbrown1@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Laura Ketchum ketchum@illinois.edu

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Spring 2026
Effective Catalog	2025-2026

Proposal Title

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 Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in Higher Education in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Revising the coursework required for the Higher Education graduate concentration.
2. Decrease concentration hours from 24 to 16.
3. Revise program modality from on campus to on campus, off-site and online.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No ~~Yes~~

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. We are removing the complex scaffolding from the concentration coursework to allow students flexibility in selecting elective coursework.
2. We are decreasing the hours for this concentration from 24 to 16. These changes will allow more students interested in Higher Education, but perhaps in another graduate concentration, to fit an additional concentration within the minimum hours of their degree.
3. We offer courses in both on campus and online formats. This change would align with current offerings and make this concentration available for EPOL online degree students who complete at least 16 hours of Higher Education concentration coursework.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a resul 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

Program Features

Academic Level   Graduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Conc to be added to 10KS5399EDMU 10KS5399EDMX 1EKS5399EDMU 10KS5399EDDU 10KS5399EDDX 10KS5399CASX

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Revised programs   HE concentration revision proposal side by side 7-3-25.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Higher Education provides graduate students with a theoretical and practical understanding of the social, political, and economic issues encompassing the development and future challenges of higher and postsecondary institutions. Learning objectives are achieved through a set of interrelated core courses that examine the relevant theoretical and conceptual developments that continue to impact higher education institutions.

Is the overview text above correct?

Yes

Statement for Programs of Study Catalog

Required courses:		16
EPOL 551	Organization of Higher Education	
EPOL 552	Foundation of Higher Education	
EPOL 562	Diversity in Higher Education	
EPOL 566	Public Policy in Higher Education	
Select 8 hours from the following courses:		8
EPOL 555	Higher Education Finance	

~~EPOL 558~~	~~The Community College~~	
~~EPOL 559~~	~~Higher Education Law~~	
~~EPOL 560~~	~~Student Affairs Administration~~	
~~EPOL 561~~	~~Changing College Curriculum~~	
~~EPOL 562~~	~~Diversity in Higher Education~~	
~~EPOL 564~~	~~College Student Development~~	
~~EPOL 565~~	~~Critical Issues in Higher Education~~	
~~EPOL 566~~	~~Public Policy in Higher Education~~	
EPOL 563	The College Student	
~~Select 4 hours from the following courses:~~		~~4~~
~~EPOL 555~~	~~Higher Education Finance~~	
~~EPOL 558~~	~~The Community College~~	
~~EPOL 559~~	~~Higher Education Law~~	
~~EPOL 561~~	~~Changing College Curriculum~~	
Total Hours		16

Program Relationships

Corresponding
Program(s):

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

Program 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.

Are the learning outcomes for the program listed in the Academic Catalog?

<div align="center">Yes</div>

Student Learning Outcomes

1. Students will be able to develop a theoretical and practical understanding of the social, political, and economic issues encompassing the development and future challenges of higher-education and postsecondary institutions.
2. Learning outcomes are achieved through a set of interrelated core courses that examine the relevant theoretical and conceptual developments that continue to impact higher-education institutions.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

<div align="center">No</div>

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

Describe here:

The administration of assessment will be conducted with a comprehensive and systematic approach. The goal of our assessment is to inform the continuous improvement of our curricular and instructional activities. Our assessment activities are described below. Administration of Learning Outcomes Assessment

Department: Ensure the learning outcomes at department level align with campus/college policies, operational resources, strategic trajectory, and faculty expertise. Once a month during department leadership meeting
● Student input
● Faculty input
● College Academic Program Committee
● Campus policies

Program : Ensure the learning outcomes at program level align with departmental policies and operational capacities Once a month during department GPC meeting (AY)
● Student input
● Faculty input
● Departmental Graduate Program Committee (GPC)

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

Learning Outcome Questions, Data Sources, and Alignment Processes

Guided by our Learning Outcomes, in what areas and to what extent are the students learning what they should learn? From Formal Learning: Students' GPAs, quality of course deliverables, publications in peer-reviewed scholarly and trade publications, awards and scholarships received by students, course evaluations, and feedback to the faculty and department; students' pass-rates on Illinois State Board of Education exams for administrative endorsement From Non-Formal and Informal Learning: Students' initial employment placement upon graduation, students' mid-term career paths, students' participation and contribution to disciplinary scholarly and professional organizations by holding offices or providing services

In what areas and to what extend are doctoral students conducting high quality scholarly research?
● Number of students' publications and presentations in disciplinary areas of research
● Potential impact of students' publications and presentations in disciplinary areas of research

In what areas and to what extend are students collaborating with multidisciplinary areas of concentrations?
● Students' professional and academic affiliations with disciplinary areas of scholarly research or advanced practices
● Students' self-identification with EPOL concentrations
● Number of students with coursework from multiple concentrations

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

EPOL's Graduate Programs Committee and unit leadership will review assessment results on an annual basis and adjust coursework and instruction as necessary. We will conduct review of instructor ICES scores and when applicable, consult with instructors to gain additional teaching support and resources. EPOL also has a mechanism for peer evaluation of teaching for faculty preparing for 3rd reviews and promotion (for tenure-track, tenured, and specialized faculty).

Program
Description and
Requirements

Attach Documents

Delivery Method

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

Courses are offered both on campus and online formats. Changing the concentration from on campus only to on campus and online aligns to our current course modality offerings. The change will allow students in online degree programs to complete the concentration through current offerings. It will expand access to the program without any additional costs.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The change would make this concentration available to online degree students who complete at least 16 hours of the Higher Education concentration. It will increase our course enrollment and could potentially increase enrollment in the online revenue generating 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 is no financial suport required with this change. ~~no change~~

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

No

Attach letters of
support

Is this program requesting self-supporting status?

No

Faculty Resources

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

No impact on faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Library collections, resources and services are sufficient to support this program.

EP Documentation

EP Control Number   EP.26.086

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review

Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
 Higher Education

Program Code:	5096

Minor Code		Conc Code	5096		Degree Code	Major Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date   n/a

Effective Date:

Program Reviewer
Comments

Emily Stuby (eastuby) (07/08/25 2:28 pm): 7-8-25 Per Laura Ketchum concentration will be available to off campus EDM & EDD students as well.

Allison McKinney (agrindly) (11/25/25 11:58 am): Administratively approved

Brooke Newell (bsnewell) (11/25/25 1:20 pm): Rollback: Per conversation with Mary

Mary Lowry (lowry) (11/25/25 1:23 pm): Add CASX program per email from Laura Ketchum to Allison McKinney on 11-24-25.

Key: 994