

# Program Change Request

APPROVED BY SENATE  
09/18/2023

EP.24.005\_FINAL  
Approved by EP 09/11/2023

Date Submitted: 04/12/23 2:41 pm

## Viewing: **5508 : Diversity & Equity in Education - Floating (on campus & online)**

Last approved: 09/11/20 1:24 pm

Last edit: 08/23/23 8:44 am

Changes proposed by: Laura Ketchum

[Diversity & Equity in Education Concentration](#)

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. 04/13/23 3:27 pm  
Deb Forgacs (dforgacs):  
Approved for U Program Review
2. 04/13/23 6:33 pm  
Liv Thorstensson Davila (livtd):  
Approved for 1760 Committee Chair
3. 04/14/23 8:33 am  
Laura Ketchum (ketchum):  
Approved for 1760 Head
4. 04/14/23 1:49 pm  
Liv Thorstensson Davila (livtd):  
Approved for KN

- Committee Chair
- 5. 04/20/23 1:49 pm  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
- 6. 04/20/23 2:50 pm  
Chris Prom  
(prom): Approved  
for University  
Librarian
- 7. 05/03/23 2:59 pm  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
- 8. 05/03/23 3:13 pm  
Brenda Clevenger  
(bmclvngr):  
Approved for  
COTE Programs
- 9. 08/23/23 8:34 am  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## History

- 1. Oct 13, 2019 by  
Deb Forgacs  
(dforgacs)
- 2. Sep 11, 2020 by  
Deb Forgacs  
(dforgacs)

Concentration (ex. Dietetics)

This proposal is  
for a:  
Revision

## Administration Details

Official Program Name	Diversity & Equity in Education - Floating (on campus & online)
Diploma Title	
Sponsor College	Education

Sponsor Education Policy, Organization and

Department Leadership

Sponsor Name [Yoon Pak](#)

Sponsor Email [yoopak@illinois.edu](mailto:yoopak@illinois.edu)

College Contact [Lori Fuller](#)

College Contact  
Email

[harvey1@illinois.edu](mailto:harvey1@illinois.edu)

College Budget Officer [Amanda Brown](#)

College Budget Officer Email [acbrow1@illinois.edu](mailto:acbrow1@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](mailto:Laura Ketchum ketchum@illinois.edu)

Does this program have inter-departmental administration?

No

## Proposal Title

Effective Catalog Term Fall 2023

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

Revise the concentration in Diversity & Equity in Education in the College of Education and the Graduate College

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

No

## Program Justification

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

We are adding three courses and removing six courses for students to choose from for the Diversity and Equity graduate concentration.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

Yes

Why are these changes necessary?

In fall 2020, we updated all courses to the cross-listed EPOL primary rubric and this needs to be reflected in the course catalog. The updated courses relate to the DE program and this change allows our students more course options to prepare them for their career goals and outcomes. The new requirement for EPOL 403 is based on the departmental focus on social foundations and historical analysis that are critical to understanding diversity and equity.

## Instructional Resources

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

No

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

No

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

No

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

1. Students will acquire deep knowledge of structural inequity and how diversity and equity have been and are conceptualized and operationalized in U.S. educational systems, from the Colonial era to the present.
2. Students will be able to develop transformative approaches to address issues related to diversity and equity in P-16 learning environments and in the workplace, grounded in the intersections of disability, race, gender, sexual orientation, social class, and poverty.
3. Students will be able to demonstrate oral and written communication skills relating to diversity and equity in academic and professional arenas.

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.

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 extent 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 extent 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 conduct review of instructor ICES scores and when applicable, consult with instructors to gain additional teaching support and resources. EPOL also has a mechanism for peer evaluation of teaching for faculty preparing for 3rd reviews and promotion (for tenure-track, tenured, and specialized faculty).

Program

Description and

Requirements

Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

## Program of Study

*Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.*

Revised programs [DE concentration revision proposal side by side 3-27-23.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

## Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

Diversity & Equity in Education (DE) is a social-justice oriented program that aims at providing educators with transformative approaches to issues related to diversity and equity in P-16 learning environments. Courses will help teachers, administrators, school staff, and other educators to understand how diversity and equity relates to learning theories, leadership, and pedagogy. Our interdisciplinary approach to diversity and equity will cover the intersections of disability, race, gender, sexual orientation, social class, and poverty and draws on interdisciplinary research in education.

Statement for  
Programs of  
Study Catalog

### Course List

Code	Title	Hours
	<u>Required course:</u>	<u>4</u>
	<u>EPOL 403</u> Historical and Social Barriers	
	<u>Select eight hours from the following courses:</u>	<u>8</u>
	<u>EPOL 474</u> Diversity in the Workplace	
	<u>EPOL 515</u> Introduction to Diversity & Equity	
	<u>EPOL 517</u> Race, Gender and Sexuality Issues	
	<u>EPOL 531</u> Diversity, Leadership & Policy	
	<u>EPOL 562</u> Diversity in Higher Education	

Code	Title	Hours
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<u>SPED 514</u>	<u>Equity Issues in Special Education</u>	
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Total Hours	12
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~~This degree program can be completed either on campus or online; the requirements are listed below:~~

#### Course List

Code	Title	Hours
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~~Select eight hours from the following courses: 8~~

~~EOL 568 Diversity, Leadership & Policy~~

~~EPS 536 Race, Gender and Sexuality Issues~~

~~SPED 514 Equity Issues in Special Education~~

~~Select four hours from the following courses: 4~~

~~EPS 405 Historical and Social Barriers~~

~~EPS 415 Technology and Educational Reform~~

~~EPS 529 Education and Human Rights~~

~~EPS 530 Education and Globalization~~

~~EPS 533 Global Youth and Citizenship~~

~~EPS 580 Researching Global Education~~

~~HRD 530 Organization Development~~

Total Hours	0
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## Program Relationships

Corresponding

Program(s):

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

## Program Features

Academic Level Graduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

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

## Delivery Method

This program is available:

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

Describe the use of this delivery method:

This program is available on campus and online.

## Enrollment

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

This change applies to students starting in Fall 2023. Current students will change their catalogue year to follow this new requirement.

## Budget

Are there budgetary implications for this revision? No

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

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

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 changes

## Library Resources

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

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

## EP Documentation

EP Control Number          EP.24.005

Attach  
Rollback/Approval  
Notices

This proposal          No  
requires HLC  
inquiry

## DMI Documentation

Attach Final  
Approval Notices

Banner/Codebook          Diversity and Equity in Education  
Name

Program Code:          5508

Minor Code	Conc Code	5508	Degree Code	Major Code
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Senate Approval  
Date

Senate  
Conference  
Approval Date

BOT Approval  
Date

IBHE Approval  
Date

HLC Approval  
Date

DOE Approval

Date

Effective Date:

Attached

Document

Justification for  
this request

Program Reviewer

Comments

**Deb Forgacs (dforgacs) (12/16/21 3:31 pm):** Rollback: requested.

**Deb Forgacs (dforgacs) (07/14/22 9:52 am):** Rollback: Delivery method.

**Liv Thorstensson Davila (livtd) (11/04/22 2:09 pm):** Rollback: As per request

**Deb Forgacs (dforgacs) (11/04/22 2:24 pm):** Rollback: as requested.

**Brooke Newell (bsnewell) (01/19/23 3:15 pm):** Rollback: Email sent to Lori F  
and Laura K

**Brooke Newell (bsnewell) (02/21/23 8:51 am):** Rollback: email sent to Laura,  
Lori, and Yoon Pak

**Liv Thorstensson Davila (livtd) (04/07/23 2:17 pm):** Rollback: Per request

**Brooke Newell (bsnewell) (04/10/23 6:20 am):** Rollback: Per request by Liv  
Davila

**5508: Diversity and Equity in Education, Graduate Concentration Revision**

Courses were removed  
 Courses were added  
 Currently cross-listed courses

EOL 568: Diversity, Leadership & Policy = EPOL 531: Diversity, Leadership & Policy  
 EPS 536: Race, Gender and Sexuality = EPOL 517: Race, Gender & Sexuality Issues  
 EPS 405: Historical and Social Barriers = EPOL 403: Historical & Social Barriers

Current Requirements	Credit Hours
<b>Select 8 hours from the following courses:</b>	8
EOL 568: Diversity, Leadership & Policy	
EPS 536: Race, Gender and Sexuality	
SPED 514: Equity Issues in Special Education	
<b>Select 4 hours from the following courses:</b>	4
EPS 405: Historical and Social Barriers	
EPS 415: Technology and Educational Reform	
EPS 529: Education and Human Rights	
EPS 530: Education and Globalization	
EPS 533: Global Youth and Citizenship	
EPS 580: Researching Global Education	
HRD 530: Organization Development	
<b>TOTAL HOURS</b>	<b>12</b>

Proposed Requirements Showing Changes	Credit Hours
<b>Select 8 hours from the following courses:</b>	8
EPOL 531: Diversity, Leadership & Policy	4
EPOL 517: Race, Gender & Sexuality Issues	4
SPED 514: Equity Issues in Spec Education	4
EPOL 474: Diversity in the Workplace	4
EPOL 515: Introduction to DE	4
EPOL 562: Diversity in Higher Education	4
<b>Required Course</b>	4
EPOL 403: Historical & Social Barriers	
<b>TOTAL HOURS</b>	<b>12</b>

Proposed Requirements Final	Credit Hours
<b>Required Course</b>	4
EPOL 403: Historical & Social Barriers	
<b>Select 8 hours from the following courses:</b>	8
EPOL 531: Diversity, Leadership & Policy	
EPOL 517: Race, Gender & Sexuality Issues	
SPED 514: Equity Issues in Spec Education	
EPOL 474: Diversity in the Workplace	
EPOL 515: Introduction to DE	
EPOL 562: Diversity in Higher Education	
<b>TOTAL HOURS</b>	<b>12</b>