

Program Change Request

Deactivation Proposal

Date Submitted: 02/28/25 2:45 pm

Viewing: **5388 : Learning & Education Studies:
Educational Equality & Cultural Understanding,
BS**

Last approved: 08/14/24 9:14 am

Last edit: 04/18/25 1:38 pm

Changes proposed by: Roxanne Street

Catalog Pages Using Learning & Education Studies: Educational Equality & Cultural Understanding, BS this Program

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
~~Revision~~
Phase Down/Elimination

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1335-EDUC Head
4. 1760-EPOL
Committee Chair
5. 1760-EPOL Head
6. KN Committee
Chair
7. KN Dean
8. University Librarian
9. COTE Programs
10. Provost
11. Senate EPC
12. Senate
13. U Senate Conf
14. Board of Trustees
15. IBHE
16. HLC
17. DMI

Approval Path

1. 03/03/25 10:39 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 03/05/25 12:58 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 03/05/25 4:04 pm
Curtis Mason
(masonc): Approved
for 1335-EDUC
Head

4. 03/07/25 11:02 am
Liv Thorstensson
Davila (livtd):
Approved for 1760-
EPOL Committee
Chair
5. 03/11/25 2:21 pm
Laura Ketchum
(ketchum):
Approved for 1760-
EPOL Head
6. 03/13/25 1:09 pm
Liv Thorstensson
Davila (livtd):
Approved for KN
Committee Chair
7. 03/17/25 3:21 pm
Curtis Mason
(masonc): Approved
for KN Dean
8. 03/18/25 11:26 am
Claire Stewart
(clairest): Approved
for University
Librarian
9. 03/18/25 10:46 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
10. 04/02/25 2:33 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. May 6, 2019 by Deb
Forgacs (dforgacs)
2. Jun 5, 2019 by Kathy
Stalter (kstalter)

3. Apr 5, 2022 by Lori
Fuller (harvey1)
4. Aug 14, 2024 by
Kelli Halfman
(halfman)

Administration Details

Official Program Name	Learning & Education Studies: Educational Equality & Cultural Understanding, BS		
Diploma Title	Bachelor of Science in Learning and Education Studies		
Sponsor College	Education		
Sponsor Department	Education Administration		
Sponsor Name	<u>Curtis Mason</u> Sarah McCarthy		
Sponsor Email	<u>masonc@illinois.edu</u> smccarthe@illinois.edu		
College Contact	<u>Roxanne Street</u> Kelli Halfman	College Contact	
	<u>rstree1@illinois.edu</u> halfman@illinois.edu	Email	
College Budget Officer			
College Budget Officer Email			

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.

Does this program have inter-departmental administration?

Yes ~~No~~

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chosen above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance, roles of elected faculty committees and of any advisory committees.

College	<u>Education</u>
Department	<u>Education Policy, Organization and Leadership</u>

Is there an additional department involved in governance?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
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)

Eliminate the Concentration in Educational Equality & Cultural Understanding in the Bachelor of Science in Learning & Education Studies in the College of Education

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)"

This BS concentration proposal (key 1769) is related to the Learning & Education Studies degree (key 108), the elimination of the Workplace Training & Development concentration (key 770), and the establishment of the Inclusive Leadership & Learning in Organizations concentration (key 1307) and the revision of the Educational Technology concentration (key 771).

Program Justification

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

The Educational Equality & Cultural Understanding and Workplace Training & Development concentrations are being phased out in favor of sustaining one new concentration titled Inclusive Leadership & Learning in Organizations, which maintains the same learning outcomes.

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.

Given low historical enrollment, it is advantageous to sustain one concentration versus two, given that the new concentration is designed to maintain the same program learning outcomes.

Based on 10th-day enrollment data, the Educational Equality & Cultural Understanding concentration five-year enrollment history is as follows:

Fall 2020: 14 students

Fall 2021: 11 students

Fall 2022: 8 students

Fall 2023: 4 students

Fall 2024: 4 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? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

GWS - Course GWS not Found

AIS - Course AIS not Found

AAS - Course AAS not Found

GLBL - Course GLBL not Found

LLS - Course LLS not Found

AFRO - Course AFRO not Found

EPSY 202 - Exploring Cultural Diversity

Please attach any
letters of support/
acknowledgement
for any

[Capino, Jose.pdf](#)

[Jenkins, Candace.pdf](#)

[Davis, Jenny.pdf](#)

[Beauchamp, Toby .pdf](#)

Instructional [Rosas, Gilberto .pdf](#)
Resources. [Moodie, Ellen.pdf](#)
Consider faculty, [Christianson Re Requesting your acknowledgment for LES](#)
students, and/or [revisions.pdf](#)
other impacted
units as
appropriate.

Program Features

Academic Level Undergraduate

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.)

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

No

Program of Study

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this

requirement.

The university and residency requirements can be found in the [Student Code](#) (§ 3-801) and in the [Academic Catalog](#).

General Education Requirements

Follows the [campus General Education \(Gen Ed\) requirements](#). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Composition I	4-6
Advanced Composition	3
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
fulfilled by CI 210	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15

College of Education Requirements

EDUC 101	Education Orientation Seminar	1
Learning & Education Studies Core		24-27
Choose two courses from the following Education Foundations:		6-7
EDUC 201	Identity and Difference in Education	
or EPOL 201	Foundations of Education	
or EPOL 202	Foundations of Education-ACP	
EPSY 220	Career Theory and Practice	
SPED 117	The Culture of Disability	
Choose six courses from the following, with at least two in each area:		18-20
Learning & Instruction:		
CI 210	Introduction to Digital Learning Environments (May count toward both the Core and Concentration requirements)	3
CI 415	Language Varieties, Cultures and Learning	

<u>EPSY 201</u>	Educational Psychology	
<u>EPSY 400</u>	Psychology of Learning in Education	
<u>EPSY 401</u>	Child Language and Education	
Leadership in a Diverse Global Economy:		
<u>EDUC 202</u>	Social Justice, School and Society (May count toward the Core or Concentration requirement only)	
<u>EPOL 310</u>	Race and Cultural Diversity	
<u>EPOL 402</u>	Asian American Education (May count toward the Core or Concentration requirement only)	
<u>EPOL 403</u>	Historical and Social Barriers (May count toward both the Core and Concentration requirements)	
<u>EPOL 473</u>	Facilitation Skills (May count toward both the Core and Concentration requirements)	
<u>EPOL 474</u>	Diversity in the Workplace (May count toward both the Core and Concentration requirements)	
Educational Equality & Cultural Understanding Concentration		24
Choose three courses from the Social Foundations area:		9
<u>EDUC 202</u>	Social Justice, School and Society	
<u>EPOL 380</u>	Education and Social Justice	
<u>EPOL 401</u>	History of American Education	
<u>EPOL 405</u>	School and Society	
Choose two courses from the following Cultural Understanding area:		6
<u>EPOL 402</u>	Asian American Education	
<u>EPOL 410</u>	Racial and Ethnic Families	
<u>EPSY 202</u>	Exploring Cultural Diversity	
Choose two courses from the following Educational Equality area:		6
<u>EPOL 403</u>	Historical and Social Barriers	
<u>EPOL 407</u>	Critical Thinking in Education	
<u>EPOL 409</u>	Sociology of Education	
<u>EPOL 412</u>	Politics of Education	
Choose one elective course that begins with one of the following rubrics: AAS, AFRO, AIS, GWS, GLBL, or LLS.		3

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Learning & Education Studies, BS

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.

Student Learning Outcomes

1. Students will acquire deep knowledge of content relevant to the workplace.
2. Students will effectively learn the skills and disposition to develop, plan, and implement culturally relevant and responsive outcomes in their respective professions and civic engagements.
3. Students will use data to drive decisions and solve problems in their professional careers.
4. 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

Delivery Method

This program is
available:

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

Enrollment

List the prerequisites including course titles and number of credit hours for each prerequisite course, and whether or not these prerequisites count in the total hours required for the minor.

Phase Down/Elimination Enrollment

Does this program Yes
currently have
enrollment?

If so, what is the Spring 2026
anticipated term of
completion?

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 elimination of the Educational Equality & Cultural Understanding concentration shall not interfere with degrees awarded. Current students will have the opportunity to remain enrolled in their current concentration (e.g., Educational Equality & Cultural Understanding) or have the option to declare the new Inclusive Leadership & Learning in Organizations concentration. Students who intend to complete the Educational Equality & Cultural Understanding concentration can enroll in outstanding required coursework for their degree, as the courses will continue to be offered for undergraduate students until the last term of completion.

Number of Students in Program (estimate)

Year One Estimate

5th Year Estimate (or when fully
implemented)

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

No

Attach letters of
support

Faculty Resources

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

The phase down shall not impact faculty resources, as the the undergraduate enrollment in the concentration coursework was limited (on average, with two to four undergraduate students).

The courses will continue to be offered, as they are a part of the master's degree curriculum.

Library Resources

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

The phase down was shared with the Library's Education subject specialist, Nancy O'Brien, and the current proposal has no impact on library resources and services.

EP Documentation

EP Control Number EP.25.097

Attach Rollback/
Approval Notices

Non-EP Documentation

This proposal
requires HLC
inquiry

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Educational Equality and Cultural Understanding

Program Code: 5388

Minor	Conc	5388	Degree	BS
Code	Code		Code	Major
				Code

5391

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) (03/31/25 9:09 am): Per discussion and email with Roxanne S, updates made to proposal.