

New Proposal

Date Submitted: 02/28/25 2:46 pm

Viewing: : **Learning & Education Studies: Inclusive Leadership & Learning in Organizations, BS**

Last edit: 04/18/25 1:36 pm

Changes proposed by: Roxanne Street

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 10:42 am
Donna Butler (dbutler): Approved for U Program Review
- 2. 03/05/25 1:05 pm
Melissa Steinkoenig (menewell): Approved for Gen Ed Review
- 3. 03/05/25 4:05 pm
Curtis Mason (masonc): Approved for 1335-EDUC Head

4. 03/07/25 11:01 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 1:13 pm
Liv Thorstensson
Davila (livtd):
Rollback to 1335-
EDUC Head for KN
Committee Chair

7. 03/14/25 1:27 pm
Curtis Mason
(masonc): Approved
for 1335-EDUC
Head

8. 03/14/25 4:18 pm
Liv Thorstensson
Davila (livtd):
Approved for 1760-
EPOL Committee
Chair

9. 03/17/25 8:28 am
Laura Ketchum
(ketchum):
Approved for 1760-
EPOL Head

10. 03/17/25 3:19 pm
Liv Thorstensson
Davila (livtd):
Approved for KN
Committee Chair

11. 03/17/25 3:25 pm
Curtis Mason
(masonc): Approved
for KN Dean

12. 03/18/25 11:18 am
Claire Stewart
(clairest): Approved
for University
Librarian
13. 03/18/25 10:46 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
14. 04/02/25 2:33 pm
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type: Concentration (ex. Dietetics)

Administration Details

Official Program Name	Learning & Education Studies: Inclusive Leadership & Learning in Organizations, BS	
Diploma Title	Bachelor of Science in Learning and Education Studies	
Sponsor College	Education	
Sponsor Department	Education Administration	
Sponsor Name	Curtis Mason	
Sponsor Email	masonc@illinois.edu	
College Contact	Roxanne Street	College Contact Email
	rstree1@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.

Does this program have inter-departmental administration?

Yes

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.

The Learning & Education Studies, BS degree program launched during the 2014-2015 AY, and was designed as an interdisciplinary education undergraduate degree program, combining coursework from the respective departments within the College of Education. In the interest of transparency, we have indicated "yes" to the aforementioned question, "Does this program have inter-departmental administration?"

This is especially true given that the program is not housed in an academic unit but rather in Education Administration. As such, each program concentration is assigned a designated coordinator or representative who serves as a liaison between the College's Education Administration and their respective departments (e.g., Education Policy, Organization & Leadership for the Inclusive Leadership & Learning in Organizations concentration). Additionally, the College's governing Academic Programs Committee (APC) consists of members from each department within the College of Education.

In regard to academic advising, students receive advising services from a team of academic advisors in Education Administration who serve undergraduate students from all majors and minors sponsored by the College of Education.

College Education
Department Education Policy, Organization and Leadership

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)

Establish the Concentration in Inclusive Leadership & Learning in Organizations 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 proposal is related to Learning & Education Studies (key 108), and the elimination of the Educational Equality & Cultural Understanding (key 769) and the Workplace Training & Development (key 770) concentrations, and the revision of the Educational Technology concentration (key 771).

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

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. The learning outcomes are the same as those identified for the Learning & Education Studies degree program. The program addresses the growing demand for graduates equipped to advance organizational change, lead in the workplace, and navigate barriers across diverse populations. Graduates from this program will be prepared to pursue graduate education or work in education, government, non-profit, business, and public policy sectors. Specific career opportunities include but are not limited to equal employment opportunity specialist, admissions counselor, manager, education policy analyst, training and development coordinator, public engagement coordinator, or human resources specialist.

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?

Yes

If yes, choose

program(s) being replaced

Programs Being Replaced
Learning & Education Studies: Educational Equality & Cultural Understanding, BS
Learning & Education Studies: Workplace Training & Development, BS

If yes, which program(s), what is the anticipated impact on faculty, students, and instructional resources?

1. The elimination of both concentrations shall not impact faculty resources, as 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 graduate degree program curricula.
2. The proposed program revision was carefully designed to align with the expertise of the current faculty while meeting the needs of undergraduate students. This might have a minor impact on course loads as additional sections of current classes and new classes will be added to the schedule, but we feel this can be accomplished without the need to hire more full-time faculty.
3. The elimination of both concentrations shall not interfere with degrees awarded. Current students will have the opportunity to remain enrolled in their current concentration or have the option to declare the new Inclusive Leadership & Learning in Organizations concentration. Students who intend to complete their current 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.

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:

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

[Christianson_Re_ Requesting your acknowledgment for LES revisions.pdf](#)
[Pak_Re_ Requesting your acknowledgment for LES revisions.pdf](#)
[Neville_Re_ Requesting your acknowledgment for LES revisions.pdf](#)
[Lambert_RE_REQUEST_Additional Acknowledgment for LES Program Revision.pdf](#)
[Christianson-Re_ Request acknowledgement of LES program change.pdf](#)

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

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Students enrolled in the Learning & Education Studies: Inclusive Leadership & Learning in Organizations, BS degree program will complete 24 hours of upper-division coursework through concentration core (12 hours) and concentration electives (12 hours). The remaining 16 hours of upper-division coursework to fulfill the IBHE 40-hour requirement may be obtained through electives, as the 4-year sample sequence accounts for 33 hours of elective courses.

Concentration Electives: Students must complete 12 hours of coursework from the list below.

EPOL 310 (3)

EPOL 375 (3)

EPOL 471 (3)

EPOL 473 (3)

EPOL 491 (3)

Supporting Coursework: 12 hours

Related upper-division coursework within the College of Education, selected in consultation with an academic advisor.

Attach Program of Study related information here.

[EPOL 215_ Introduction to Diversity, Equity, and Inclusion in Educational and Workplace Environments.pdf](#)
[EDUC 205_ Introduction to Learning and Education Studies.pdf](#)

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 and EPSY 201	
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		14-15
CI 210	Introduction to Digital Learning Environments	3

<u>EDUC 205</u>	Introduction to Learning and Education Studies	2
<u>EPOL 201</u>	Foundations of Education	3-4
or <u>EPOL 202</u>	Foundations of Education-ACP	
<u>EPOL 215</u>	Introduction to Diversity, Equity, and Inclusion in Educational and Workplace Environments	3
<u>EPSY 201</u>	Educational Psychology	3
Inclusive Leadership & Learning in Organizations Concentration		33
<u>EPOL 230</u>	Diversity and Organizational Leadership	3
<u>EPOL 235</u>	Leadership for Sustainability	3
<u>EPOL 270</u>	Leading Organizations Inclusively: The Study and Practice of Critical Human Resource Development	3

Select 12 hours of coursework from following:

<u>EPOL 250</u>	Experiences of US Minorities in Public Schools
<u>EPOL 310</u>	Race and Cultural Diversity
<u>EPOL 375</u>	Combating Ableism in Organizations
<u>EPOL 471</u>	Business Principles for Human Resource Development
<u>EPOL 473</u>	Facilitation Skills
<u>EPOL 491</u>	Supervised Internship

Concentration Electives

Select 12 hours of related upper-division coursework within the College of Education in consultation with an academic advisor.

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 in 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:

We have consulted with the Provost's Office, and they recommend continuing the current assessment plan and revising it at the end of the academic year as part of our annual assessment process. These outcomes are currently assessed at various points throughout the program, including through student course grades, ICES scores, capstone projects, internships, and a review of syllabi from our major course sequence. As part of our program revisions, we will add a new required core course, EDUC 205: Introduction to Learning and Education Studies. This course introduces students to foundational ideas in learning and education studies. Since most students take this course at the beginning of their program, it provides a key early data point to assess student achievement across our learning outcomes. We can then chart student achievement growth against their performance during their capstone, internship, and upper-concentration courses.

During our LES revision process, program coordinators met with a student focus group in Fall 2023 to discuss their experiences in the program. We plan to continue surveying student perspectives on the program as part of our annual assessment process.

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.

Faculty expectations are that students are achieving mastery of each learning outcome. Faculty will review assignment scores and grades across courses, along with capstone experiences and student survey data, to determine student proficiency for each outcome.

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

The Office of Undergraduate Programs, along with LES concentration program coordinators, will monitor the assessment components annually. Collectively, they will consider curricular and programmatic changes 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

Number of Students in Program (estimate)

Year One Estimate

10

5th Year Estimate (or when fully
implemented)

20

Budget

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

No

Additional Budget
Information

N/A

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

The unit will financially support this proposal using the existing funds allocated towards the soon-to-be eliminated concentrations, Educational Equality & Cultural Understanding and Workplace Training & Development. Given these concentrations already receive budgetary support, the transitional shall only require a reallocation of resources rather than require additional funding. Thus, we will not seek financial support outside of the unit.

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 proposed program revision was carefully designed to align with the expertise of the current faculty while meeting the needs of undergraduate students. This might have a minor impact on course loads as additional sections of current classes and new classes will be added to the schedule, but we feel this can be accomplished without the need to hire more full-time faculty.

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 proposal was shared with the Library's Education subject specialist, Nancy O'Brien, and per email she indicated that the Library already acquires material for diversity and organizational leadership, including print and online books, and journal titles such as Journal of leadership & organizational studies; E-journal of organizational learning and leadership; and Educational management, administration & leadership. The current proposal has no impact on library resources and services. If the program expands beyond the anticipated 5 year growth, the need for Library resources should be revisited with Library personnel.

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	20 16	Percent of Total:
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Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	20	Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	120	Percent of Total:
		100	

New Faculty Required

Will new faculty expertise or new faculty members be needed to launch this program?

No

Please explain existing coverage: The proposed program revision was carefully designed to align with the expertise of the current faculty while meeting the needs of undergraduate students.

Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

Institutional Funding

Please explain institutional funding for proposed program:

N/A

EP Documentation

EP Control Number EP.25.098

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Program Code:

Minor	Conc	Degree	
Code	Code	Code	Major Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer	Melissa Steinkoenig (menewell) (03/05/25 1:05 pm): Gen Ed Table good
Comments	Liv Thorstensson Davila (livtd) (03/13/25 1:13 pm): Rollback: APC voted to send back to clarify College of Education requirements in catalog page text. Curtis Mason (masonc) (03/17/25 3:25 pm): We altered the catalog layout to make the student requirements more clear. Brooke Newell (bsnewell) (03/31/25 9:10 am): Per discussion and email with Roxanne S, updates made to proposal.