

Program Change Request

New Program Proposal

Date Submitted: 11/15/18 9:58 am

Viewing: **LA&S-MA : American Sign Language and Deaf Studies**

Last edit: 11/30/18 10:36 am

Changes proposed by: m388w332

Academic Career	Graduate, Lawrence		
Program Type	Degree/Major		
Department/ Program	Liberal Arts & Sciences		
School/College	College of Lib Arts & Sciences		
Degree Code	Master of Arts - MA		
Consulting School(s)/College(s)			
Consulting Department(s)	<table border="1"> <tr> <th>Department(s)</th> </tr> <tr> <td>Lang, Litr & Cultures, School</td> </tr> </table>	Department(s)	Lang, Litr & Cultures, School
Department(s)			
Lang, Litr & Cultures, School			
CIP Code	16.1601		
Program Name	American Sign Language and Deaf Studies		
Do you intend to offer a track(s)?			
Location(s) of Instruction	Edwards		
Do you intend for this program to be offered online?	No		
Effective Catalog	2019 - 2020		

In Workflow

- A. CLAS Dean or Associate Dean
- B. Provost's Office
- C. COGA Director
- D. CGS Committee
- E. CAC
- F. CLAS Final Approval
- G. Graduate Studies
- H. OIRP CIP Approval
- I. Provost's Office
- J. COCAO 1st Reading
- K. COCAO 2nd Reading
- L. COPS
- M. BOR
- N. Future Academic Catalog

Approval Path

- A. 09/06/18 8:04 am
Kristine Latta (klatta):
Rollback to Initiator
- B. 10/02/18 2:28 pm
Kristine Latta (klatta):
Rollback to Initiator
- C. 10/30/18 1:22 pm
Kristine Latta (klatta):
Approved for CLAS Dean or Associate Dean
- D. 11/14/18 1:02 pm
Linda Luckey (lluckey):
Rollback to Initiator
- E. 11/15/18 4:02 pm
Kristine Latta

(klatta):
 Approved for
 CLAS Dean or
 Associate Dean
 F. 11/15/18 4:03
 pm
 Linda Luckey
 (lluckey):
 Approved for
 Provost's Office
 G. 11/19/18 9:31
 am
 Kristine Latta
 (klatta):
 Approved for
 COGA Director
 H. 11/29/18 2:41
 pm
 Rachel
 Schwien
 (rschwien):
 Approved for
 CGS
 Committee

Program Description

The School of Language Literatures and Cultures (within the College of Liberal Arts and Science) and the KU Edwards Campus propose the development of a Master of Arts Degree in American Sign Language and Deaf Studies. The degree is being developed for delivery on the KU Edwards campus. The degree is designed for students who have completed an undergraduate degree focusing on ASL and/or ASL interpreting. Alternatively, this degree could serve students who have a bachelor's degree in some other academic discipline, but who are sufficiently proficient and fluent in both American Sign Language and English to pass a language proficiency entrance exam. These individuals in this latter category may be Deaf or hearing heritage ASL users. The interdisciplinary design of the degree as well as the consulatory way in which the program has been developed and will be maintained will ensure that the curriculum will remain relevant to current problems and issues in this area of scholarship and practice. By housing this degree within SLLC, we take advantage of the Language and Culture expertise already established at KU while expanding into new areas of focus. Governance of the program comes from SLLC in collaboration with KUEC. Similar to other programs housed in CLAS and delivered at KUEC, all curriculum and design decisions are made by the home department with governance and oversight in collaboration with KUEC.

Demand/Need for the Program

There are currently only 6 other MA programs in the area of ASL and ASL Interpreting in the United States, and there is a growing number of institutions offering bachelor's degrees in ASL related disciplines. Therefore, it is expected that the enrollment for the degree will be robust.

National Occupational Employment Statistics published in May 2016 showed that about 51,500 individuals were employed in the US as ASL Interpreters and Translators. Of these about 36% percent are in Professional, Scientific, or Technical Services (which includes companies such as Sorenson Communications and ZVRS in the Kansas City metro area). Another 20% are employed by Elementary and Secondary Schools. For example, at this time, both the North Kansas City and Blue Valley Unified School Districts are actively searching for ASL interpreters. The third largest employer of ASL interpreters are general medical and surgical hospitals, who employ about 10% of the ASL interpreters currently employed in the US. This is again consistent with our own local job market given that there are currently job postings for ASL interpreters in both Truman Medical Centers and Children's Mercy Hospital. Other common employers include higher education institutions such as community colleges and universities, museums and similar institutions, and community emergency relief services.

Looking more locally, in the KC Metro area, there were about 530 individuals employed as an ASL interpreter in 2016 according to federal employment statistics. Interestingly, there seems to be more demand for ASL interpreters in the rural regions of Kansas than is the case for other nonmetropolitan parts of the US. For example, Northeast and Southwest Kansas are both in the top 5 for rural regions employing these individuals. In Wichita, there is also a strong job market for ASL interpreters, and we have been working with educators and employers in that region of Kansas to find ways to make our BA and MA programs designed so that they can be taught, utilizing educational technology at a remote site in Wichita, thus serving the needs of a larger number of Kansans.

Comparative/Locational Advantage

The proposed degree would be the only one of its kind in the state of Kansas or the region. By offering the degree program at the KU Edwards Campus we are accessible to the Kansas City region, which includes a robust Deaf Community and growing need for ASL interpreters.

According to data reported at the recent Symposium on Signed Language Interpretation and Translation Research held at Gallaudet University in March 2017, there are only 140 interpreter education programs currently in the United States (100 AA programs, 33 BA programs, 6 MA programs, and 1 PhD program). Of these 140 institutions offering ASL and interpreter training, one is in the State of Kansas (Johnson County Community College) and this is our partner institution in developing this new Master's degree program. Because the National Registry for the Deaf now requires a minimum of a bachelor's degree to allow students to sit for the credentialing exam and changes instituted by the Kansas Commission on the Deaf and Hard of Hearing for state registration requirements, JCCC is in the process of closing their interpreter training program and, through collaboration with KU, developing a AA oriented curriculum pathway that will lead directly to our new Bachelor's degree in ASL and Deaf Studies and then into this Master's degree in ASL and Deaf Studies.

Regionally, the best know program is a Bachelor's degree in ASL Interpreting at the small private William Woods University in Fulton MO. They offer a BA program that graduated 24 students in 2015, so it serves a relatively small portion of the students who are interested in this training. There are three other four-year institutions in the Midwest region: University of Arkansas at Little Rock, University of Northern Colorado, and Oklahoma State University. Looking at the top ranked institutions providing ASL Interpreter training (which includes Northeastern University, Clemson University, and Rochester Institute of Technology) we believe that we have not only a competitive advantage for recruiting students regionally, but we would also be quite competitive nationally. This is not an oversubscribed educational area, despite the recent changes in credentialing requirements. We believe that we could become true national competitor for ASL Interpreting training and would soon been listed as one of the top 10 programs in this educational domain.

The KU Edwards campus is the perfect home for this new free-standing program because it fits perfectly with the specific mission of our campus, in that it is taking a very academically rigorous discipline, the humanistic study of a specific language and culture and goes beyond the traditional academic goals to provide students with very workforce-ready skills that can make them immediately complete and successful when entering the job market. This program is also perfectly placed on the Edwards campus because of our close geographic and cultural proximity to Johnson County Community College, the institution that has the greatest depth of experience and the strongest reputation in serving the Deaf community in Kansas and the larger Kansas City region. JCCC invited us to partner with them to build a true 21st century ASL interpreting program and we are proud to be a partner in this effort. Finally, this program has been designed as an interdisciplinary program within the University of Kansas because we can also draw on particular academic strengths in our cultural studies and social sciences departments. The challenges of designing such an interdisciplinary program required that the program happen in a complex University like KU that can bring expertise from a broad range of disciplines, such as Psychology, Linguistics, Anthropology and Sociology to contribute to our curricular goals. It also should be mentioned that there is a rich Deaf community in Olathe with the Kansas School for the Deaf (more than 150 years old) and the Museum of Deaf History. Thus Olathe, which is of course geographically close to our campus, is already a center for Deaf art and culture.

How will you enhance the successful recruitment, retention, and completion of women and historically underrepresented racial/ethnic minority groups (African American/black, Native American/Alaskan Native, Latinx/Hispanic, Native Hawaiian/Pacific Islander) in the proposed program, as well as the retention of other historically marginalized students (e.g., Asian and Asian American students in some disciplines, those with disabilities, and sexual and gender minorities)? Briefly explain the challenges, if any, to maintaining and/or increasing diversity in this field.

Do you intend to offer inclusive pedagogical techniques and course materials, specific advising and mentoring strategies, etc. in the proposed program to achieve your diversity goals in this field?

Admission

Requirements

The program follows the policies governing admission to graduate study outlined in the [Admission to Graduate Study](#) policy. Students must submit a [Graduate Application](#) online. Admissions decisions will be the responsibility of the Director of the M.A. degree program and all applications will be reviewed by a faculty admissions committee consisting of ASL and SLLC faculty.

The following criteria will be used to determine admissions into the program.

1. A B.A. or B.S. from an accredited U.S. college or university or an equivalent degree from a foreign institution;
2. A cumulative undergraduate GPA of 3.0 or above is required; students with a GPA between 3.0 and 2.0 may be provisionally admitted given relevant professional experience and achievement.
3. As required by the Commission on Collegiate Interpreter Education Standards (CCIE Standards) students also must successfully pass an ASL language competency exam (ASLPI 4.0), an English proficiency exam, and an entrance interview. Additional information regarding the CCIE Standards can be found [here](#).

Degree

Requirements

Students must choose two of four tracks in the program (12-18 credit hours each) as well as completing six credit hours of practicum experience. Depending upon the tracks chosen, the completion of the master's degree requires 30 to 39 credit hours for completion.

Deaf Studies and Social Justice

Overview: This track provides an overview of Deaf Studies and social justice with the deaf community.

Courses:

Course List

Code	Title	Hours
ASLD 611	Introduction to Deaf Studies	
ASLD 612	Intersectionality and Deaf Communities	
ASLD 613	Social Justice and Allyship with Deaf Communities	
Pick two electives from the following list:		
ASLD 714	History of Deaf Education	
ASLD 728	Special Topics in Deaf Studies: _____	
ASLD 788	Internship in American Sign Language and Deaf Studies	
ASLD 789	Research Experience in American Sign Language and Deaf Studies	
LING 735	Psycholinguistics I	

Advanced ASL

Overview: This track moves students from basic ASL to ASL proficiency. It is ideal for students who have completed an AA with an ASL certificate in an accredited program or ASL I-IV. This track may also benefit working interpreters or educators working with the Deaf community, who have basic knowledge of ASL, but would like to improve their skills.

Courses:

Course List

Code	Title	Hours
ASLD 705	American Sign Language V (ASL V)	
ASLD 706	American Sign Language VI (ASL VI)	
ASLD 720	American Sign Language Linguistics	
ASLD 721	Discourse Analysis of ASL	
Select one elective:		
ASLD 723	ASL Pragmatics and Syntax	
ASLD 724	Visual-Gestural Communication	
ASLD 730	American Sign Language Literature	
ASLD 831	Advanced American Sign Language Literature	
ASLD 826	Topics in ASL Vocabulary and Discourse: _____	

Becoming an Interpreter

Overview: This track is designed for students who have completed course work toward an AA and certificate in ASL . It is also open to students who are heritage language signers, or have completed ASL I-IV. It is highly recommended that students complete the Advanced ASL track before the Becoming an Interpreter track due to the level of proficiency required. Students that enter the program with proficiency beyond ASL VI are eligible to pursue the Becoming an Interpreter Track without completion of the Advanced ASL Track, with instructor permission. There is an ASL proficiency test required to begin the Becoming an Interpreter track.

Courses:

Course List

Code	Title	Hours
ASLD 701	Introduction to the Interpreting Profession	
ASLD 702	Theories of Interpreting: Co-Constructions of Meaning	
ASLD 703	Interpreting: Mediated Interactions in Communications	
Select one elective:		
ASLD 709	Ethics & Professionalization for Interpreters	
ASLD 710	Psychological Effects of Interpreting	
ASLD 708	Interpreting: Diverse Communities	
ASLD 804	Interpreting: ASL to English	
ASLD 805	Interpreting: English to ASL	

Professional Interpreting

Overview: This track is ideal for working interpreters and students who have completed the AAS in Interpreter Training. Over time this track may be used as a vehicle for interpreting specializations like medical interpreting, legal interpreting, etc. Students must have some previous experience as an interpreter, hold an AAS from an accredited program, or have completed the Becoming an Interpreter track before beginning this one.

Courses:

Course List

Code	Title	Hours
ASLD 702	Theories of Interpreting: Co-Constructions of Meaning	
ASLD 709	Ethics & Professionalization for Interpreters	
ASLD 710	Psychological Effects of Interpreting	
Select three electives:		
ASLD 703	Interpreting: Mediated Interactions in Communications	
ASLD 804	Interpreting: ASL to English	
ASLD 805	Interpreting: English to ASL	
ASLD 708	Interpreting: Diverse Communities	
ASLD 738	Topics in Interpreting: _____	
ASLD 715	Business Practices for Interpreters	
ASLD 716	Interpreting: Dynamic Paralinguistic Demands	

Practicum

All MA students must complete 6 credit hours of [ASLD 809](#) Practicum in American Sign Language and Deaf Studies.

In order to complete the practicum, students must complete 6 credit hours and a performance exam with the MA Final Exam Committee composed of at least three approved members of the graduate faculty.

Faculty Profile

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
Assistant/Associate Teaching Professor \n	MA/PhD in ASL/Deaf Studies	1
Assistant/Associate Teaching Professor	MA/PhD in ASL Interpreting	1

Student Profile

Anticipated student enrollment			
	Full Time	Part Time	Total

Anticipated student enrollment		
Year 1	3	2
Year 2	7	3
Year 3	10	5

Anticipated number of program graduates	
After 5 Years	40
After 7 Years	70

Academic Support

Staffing for the location will be a blend of onsite personnel as well as Lawrence and Edwards Campus personnel. On-site personnel will provide onsite program coordination and liaising between Lawrence, and Edwards locations. The admissions process and advising will be handled through Edwards Campus advising. In supporting instructors, the Academic and Faculty Support Center at the Edwards Campus will provide faculty development opportunities focused on instruction, course delivery, and teaching pedagogies that support the faculty. This includes training on the institution learning management system, classroom technology, and focuses on active and engaged learning strategies for non-traditional and working professional students.

The academic and student services provided will have similar delivery methods to our other programs located at the KU Edwards Campus. Students will have access to services either in person or virtually. On-site staff will carry out the core student service and support functions needed and will have administrative support from the Lawrence Campus. Additional academic resources are available to students virtually through the KU Library or virtual lab.

All of the necessary library materials are available online or through the Edwards' library services available to all students. As part of the Diversity and Inclusion efforts of the KU Edwards Campus, we are in the process of adding interpreter and other student services that would be needed for this program as well as the campus as a whole. At this time, we also rely on support from the AAAC services from the Lawrence campus as needed.

Facilities and Equipment

Facilities and Equipment

The program will be offered at the KU Edwards campus. Space is sufficient on this campus to provide a high-quality program.

Program Review, Assessment, Accreditation

This degree will go through the normal Kansas Board of Regents review for academic programs as well as the University assessment processes set up for graduate programs. In all KU academic courses, student feedback regarding course instruction is collected through course and teaching evaluations. Additionally, because this is a program that is housed at the KU Edwards campus, it will also go through an annual internal review.

The program will seek and maintain accreditation for the Commission on Collegiate Interpreter Education (CCIE). It is our intent to pursue accreditation as soon as all aspects of this program's curriculum have been approved by the relevant oversight bodies at KBOR and within KU, and when we have all needed personal and equipment in place so that we can successfully meet all the accreditation standards. Accreditation fund have been allocated in the Year 2 OOE budget.

Costs, Financing

	Salaries	OOE	Equipment	Other	TOTAL
Year 1	76800	5717	0	0	82517
Year 2	99420	29091	0	0	128511
Year 3	101408.5	12878.5	0	0	114287

What is the source of the new funds?

The program will be supported by Edwards Campus tuition revenue.

Rationale for proposal

KU is dedicated to preparing its students for the challenges educated citizens will encounter in an increasingly complex and diverse community. This program respects and seeks to provide students with the skills needed to interact with and serve the very diverse Deaf communities in the state of Kansas, nationally, and internationally. This MA will prepare student to serve diverse populations that are currently being under-served.

Additional Information

Supporting Documents

[ASL Course Schedule Timeline Years 1-3.xlsx](#)

Program Reviewer Comments

Kristine Latta (klatta) (09/06/18 8:04 am): Added SLLC as consulting department.

Kristine Latta (klatta) (09/06/18 8:04 am): Rollback: Please see email sent on 9/5/18.

Kristine Latta (klatta) (09/28/18 11:11 am): Minor edits to the final sentence of the Locational Advantage section.

Kristine Latta (klatta) (10/02/18 2:28 pm): Rollback: Rolling back for Michelle to edit.

Kristine Latta (klatta) (10/24/18 12:49 pm): Clarified total hours required (depending upon combination of tracks) and specified requirements indicated in

Overview section of Becoming an Interpreter track.

Kristine Latta (klatta) (10/30/18 1:22 pm): Approved by Dean Lang on 10/24/18.

Linda Luckey (lluckey) (11/14/18 1:00 pm): Provost's office thinks this is a good and worthwhile degree. During the comment period the dean of the School of Education wondered if there was a place to partner with special education since they offer undergraduate courses in ASL. - Linda

Linda Luckey (lluckey) (11/14/18 1:02 pm): Rollback: I've added additional comments to the bottom on the program proposal. The provost office would like to know if you've reached out to the School of Education, Special Education to be partners in this degree. - Linda

Kristine Latta (klatta) (11/15/18 4:02 pm): Edwards is in the process of initiating partnership conversations with the School of Education.

Key: 635



Year 1: 2019-2020			
Track	Course #	Course	Lecture/ Skills
Fall			
A	ASLD 505	ASL V	S
D, PI, I	ASLD 312	Intersectionality of Deaf Communities	L
PI, I	ASLD 502	Theories of Interpreting: Co-Construction of Meaning	S
Pi, I	ASLD 509	Ethics & Professionalization of Interpreting	L
PI, I	ASLD 604	Interpreting: ASL to English	S
Spring			
A	ASLD 506	ASL VI	S
D, PI, I, A	ASLD 311	Introduction to Deaf Studies	L
A, PI, I	ASLD 521	Discourse Analysis of ASL	S
PI, I	ASDL 510	Psychological Effects of Interpreting	L
PI, I	ASLD 605	Interpreting: English to ASL	S
Summer			
PI, I	ASLD 503	Interpreting: Mediated Interactive Communication	S
A, PI	ASLD 523	ASL Pragmatics & Syntax	S

Track	Course #
A	ASLD 505
D, PI, I, A	ASLD 524
D, PI, I	ASLD 414
PI, I	ASLD 501
PI, I	ASLD 509
A	ASLD 520
A	ASLD 506
D, PI, I	ASLD 313
PI, I	ASLD 503
PI, I	ASDL 510
PI, I	ASL 809
D, PI, I, A	ASLD 311
PI, I	ASLD 508

Year 2: 2020-2021

Course	Lecture/ Skills
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Fall

ASL V	S
Visual Gestural Communication	S
History of Deaf Education	L
Introduction to Interpreting Profession	S
Ethics & Professionalization of Interpreting	L
ASL Linguistics	

Spring

ASL VI	S
Social Justice & Allyship with Deaf Communities	L
Interpreting: Mediated Interactive Communication	S
Psychological Effects of Interpreting	L
Practicum: Skill Development	S

Summer

Introduction to Deaf Studies	L
Interpreting: Diverse Communities	S

Track	Course #
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A	ASLD 505
D, PI, I	ASLD 312
PI, I	ASLD 502
PI, I	ASLD 509
PI, I	ASLD 604

A	ASLD 506
D, PI, I, A	ASLD 311
A, PI, I	ASLD 521
PI, I	ASDL 510
PI, I	ASLD 605

D, PI, I	ASLD 414
PI, I	ASLD 509

Year 3: 2021-2022

Course	Lecture/ Skills
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Fall

ASL V	S
Intersectionality of Deaf Communities	L
Theories of Interpreting: Co-Construction of Meaning	S
Ethics & Professionalization of Interpreting	L
Interpreting: ASL to English	S

Spring

ASL VI	S
Introduction to Deaf Studies	L
Discourse Analysis of ASL	S
Psychological Effects of Interpreting	L
Interpreting: English to ASL	S

Summer

History of Deaf Education	L
Ethics & Professionalization of Interpreting	L

Program Change Request

New Program Proposal

Date Submitted: 11/15/18 2:40 pm

Viewing: **LDST-MA : Master of Arts in Leadership in Diversity and Inclusion**

Last edit: 11/15/18 3:31 pm

Changes proposed by: amyley

Academic Career Graduate, Lawrence
Program Type Degree/Major
Department/ Program Leadership Studies
School/College College of Lib Arts & Sciences
Degree Code Master of Arts - MA

Consulting School(s)/College(s)	School(s)/College(s)
	College of Lib Arts & Sciences
	School of Education

Consulting Department(s)	Department(s)
	American Studies
	African & African-American St
	C&T
	Educ Leadership & Policy Stds
	Leadership Studies
	Women,Gender,&Sexuality Std

CIP Code 09.0100
Program Name Master of Arts in Leadership in Diversity and Inclusion

Do you intend to offer a track(s)?
 No

Location(s) of Instruction Lawrence

Do you intend for this program to be offered online?
 Yes

Other Resources
[Describe Other Resources](#)
 Blackboard via the College of Liberal Arts and Sciences

Effective Catalog 2019 - 2020

In Workflow

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- D. 11/19/18 12:18 pm
 Linda Luckey (lluckey):
 Approved for Provost's Office

E. 11/28/18 1:18
pm
Kristine Latta
(klatta):
Approved for
COGA Director

Program Description

The MA in Leadership in Diversity and Inclusion offers graduate students and working professionals tools and techniques to better understand and navigate leadership opportunities within the context of social diversity and equity in the United States.

As an interdisciplinary program, the focus of the MA in Leadership in Diversity and Inclusion is to:

1. Build foundational knowledge of the history, theory, and practice of leadership with an emphasis on ethical decision making and understanding of the dynamics of power in doing the work of leadership,
2. Increase understanding of the meaning of social diversity and equity in the United States,
3. Apply this knowledge to real world situations such as workplace bias and fairness, teaching environments, youth sports and recreation activities, work with community nonprofit agencies, etc.

Academic objectives for the program combine those of the constituent graduate certificates, supplemented by an introduction to the culture of graduate education, offering graduate students and working professionals:

1. Knowledge, tools, and strategies to enter into, understand, navigate through, and succeed in the culture of higher education,
2. Tools and techniques to better understand and navigate leadership opportunities within professional and community environments,
3. Knowledge and strategies to respond efficiently and effectively to the demands of a changing social, cultural, and political landscape while doing the work of leadership,
4. Resources necessary to supplement their degrees and professional positions with a stronger understanding and historical background of core domains relevant to social differences and their meanings.

Demand/Need for the Program

Interdisciplinary, theoretically-focused, and research-based programs in leadership meet the burgeoning demand for generalizable leadership skill education that extends beyond typical "management" approaches to the subject. Employers repeatedly cite complex problem solving, emotional intelligence, coordinating with others, creativity, and cognitive flexibility as the top leadership skills in demand by 2020. Additionally, the deep uncertainty created by shifts in longstanding geopolitical alliances, rapid technological advances, and increasing globalization create opportunities for innovation among those prepared to navigate the ambiguity.

Further, the need for credentialed individuals available to competently address issues of diversity, equity, and inclusion in a variety of systems, including places of work, schools, communities, non-profits, and civic organizations is undeniable. At its core, "diversity" is good for business. From the expansion of perspectives from which to draw in decision-making, to employee morale and retention, to positive public relations, companies are beginning to view diversity and inclusion programming as an investment to be made from the top down rather than relying on employees from underrepresented groups to identify and initiate change. CNN reports based on data from the hiring site Indeed point to an almost 20% increase in postings for diversity and inclusion positions between 2017 and 2018. Tightening of the labor market has placed increasing visibility on factors such as workplace culture and retention of diverse talent and employers are responding, as diversity and inclusion postings hit a historical high in early 2017.

While the demand for those skilled in diversity and inclusion leadership is documented, the need to address diversity across a variety of systems is not always as easily acknowledged. Those in the field report that since 2016, even the word "diversity" in training sessions can become problematic. One professional has reframed her work to address "'workplace bullying' because many people are unable to admit that there is a diversity problem." Similarly, Netflix's program manager for inclusion and diversity noted that "companies are like 'we care so much about diversity and inclusion,' but if you were to go and ask a lower-level manager, 'Why do you care about diversity and inclusion?' they would have no idea."

Closer to home, 71% of respondents to the 2016 Rankin and Associates Campus Climate study reported being "very comfortable" or "comfortable" with the climate at KU while a full 18% also indicated that they had experienced some form of exclusionary, intimidating, offensive, and/or hostile conduct, prompting university officials to recommend "significant structural and programmatic work . . . to achieve our goals for diversity, equity, and inclusion."

This gap between perception and reality calls out for professionals who are not only prepared to design, deliver, and assess diversity and inclusion-themed programming but also who possess the type of leadership skills which allow them to navigate challenging systemic cultures, work across a variety of stakeholders and deploy innovative programming in a strategic manner. No longer will a background in Human Resources Management with a professional interest in diversity, equity, and inclusion suffice. CNN Money reports that this new corps of diversity and inclusion professionals will be called upon to "remake the culture of the company, not just the look of its workforce" This skillset includes:

1. an understanding of how systems grow, evolve, and thrive,
2. effective communication skills
3. strong diagnostic and assessment ability
4. cognitive and emotional flexibility
5. a high tolerance for ambiguity

As more job seekers recognize the growing demand, Industry forecasts predict a steady increase in individuals seeking this suite of skills following the 8% rise as of January 2018. The market is not limited to new hires, however. More and more, mid-level professionals recognize that diversity and inclusion skills are a

pathway to career advancement as responsibility for diversity and inclusion initiatives move from the HR office to executive suite in both the corporate sector and higher education. As such, the M.A. program in Leadership in Diversity and Inclusion has been designed to appeal to multiple audiences, including:

1. Recent graduates seeking the high-demand skillset to round out existing professional preparation,
2. Mid-level professionals seeking to augment existing skills for personal enrichment, professional advancement, or career change,
3. University staff seeking to supplement existing "technical" knowledge and pursue higher level degrees that complement their current work,
4. Community organizers seeking enhancement of an existing skillset as well as codification of professional credentials.

Comparative/Locational Advantage

Graduate-level programs which combine leadership education with a distinct and intentional focus on social diversity, equity, and inclusion are still rare at this point. While a similar degree is offered at Tufts University, there are no similar programs in the state of Kansas, the Big 12 conference, or at peer institutions in surrounding states. Therefore, the M.A. in Leadership in Diversity and Inclusion is uniquely situated to meet the burgeoning demand discussed above.

Graduate-level leadership degree programs and graduate certificates at both the University of Kansas and peer institutions are housed overwhelmingly in Schools of Education, Business, and Agriculture and are geared towards management skills within their individual professional contexts. Omitting Educational Leadership and Policy opportunities which focus primarily on building and district-level management, the following programs are available to students in the area:

University of Kansas

MS in Nursing – 4 tracks

Certificate in Organizational Leadership (University of Kansas School of Nursing)

MS in Business and Organizational Leadership

State of Kansas

Certificate in Dialogue, Deliberation, and Public Engagement (Kansas State University)

Certificate in Organizational Leadership (Kansas State University)

MA in Communication and Leadership (Washburn University)

Big 12 Conference

University of Oklahoma

PhD in Organizational Leadership

MA in Administrative Leadership

University of Texas

MPA in Public Leadership

Comparatively, the graduate level leadership curriculum proposed in the current program fills a regional gap in professional preparation by focusing on generalizable leadership education paradigm that is applicable across all professions and augments existing management-focused leadership training opportunities.

Opportunities for graduate-level programs in diversity and inclusion are even more rare. Put simply, there are no similar interdisciplinary graduate programs with a focus on social diversity, equity, and inclusion in the state. Only two Big 12 conference peers offer graduate-level credentials, Oklahoma State University's Global Issues certificate and West Virginia University's Interdisciplinary Certificate in Disability Studies Women and Gender Studies.

Admission Requirements

For information on admission to graduate programs at KU, see the policy on Admission to Graduate Study at http://policy.ku.edu/graduate-studies/admission-to-graduate-study?num_1_1=

Applicants seeking admission to the master's program must [apply online](#). A bachelor's degree with a cumulative grade point average of at least a 3.0 are required for regular admission.

Applications are evaluated based on the following materials:

- A. A statement of purpose that demonstrates an interest in Leadership and/or Diversity and Inclusion studies and relevant experience and intellectual or professional goals,
- B. Official transcripts of all previous academic work,
- C. Three academic and/or professional letters of recommendation from persons familiar with the applicant's work,

Degree Requirements

Students must complete a minimum of 30 graduate-level credit hours in approved courses with Leadership and Diversity and Inclusion content. Coursework is a combination of face-to-face and online classes. All LDST coursework is completed online.

[Core Seminar \(3\)](#)

[LDST 705](#) Professionalization Seminar in Leadership Studies (3)

[Equity and Social Diversity \(12\)](#)

Four courses (3 credit hours each) totaling 12 graduate credit hours. Courses are categorized into three pathways:

- A. U.S. Race and Ethnicity

B. Women, Gender, and Sexuality

C. U.S. Social Differences

Students must develop a concentration in one pathway by taking at least 6 credit hours of coursework in any one of the three pathways. Courses must be selected in consultation with a faculty advisor.

At least 1 course (3 credit hours) must be taken in a pathway *other than* the concentration.

A current list of approved courses for each pathway is available on the program website. The Diversity and Inclusion course list continues to grow and is updated regularly.

Leadership Studies (12).

4 courses (3 credit hours each) totaling 12 graduate credit hours:

Course List

Code	Title	Hours
LDST 710	History and Theory of Leadership Studies	3
LDST 720	Leadership Ethics	3
LDST 730	Managing the Work of Leadership	3
LDST 740	Leadership and Power	3

Capstone (3).

[LDST 850](#) Leadership in Diversity and Inclusion Capstone

This course is required of all admitted students in the final semester of their degree program and provides students with the opportunity to integrate and synthesize the interdisciplinary knowledge they have gained.

Final Exam

All MA students must pass a final oral exam and defense of their capstone project. Students are required to be physically present for the exam unless permission for distance examination has been granted.

Supplemental Coursework

[LDST 700](#): Introduction to Graduate Studies in Leadership in Diversity and Inclusion

This course is required for all provisionally admitted students and is offered as an optional course to all admitted students prior to their first semester of the degree program.

Faculty Profile

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
Katie Batza, Assistant Professor	PhD	1
Ray Mizumura-Pence, Associate Teaching Professor	PhD	1
Dorothy Lee Pennington, Associate Professor	PhD	1
Nicholas L. Syrett, Professor & Chair	PhD	1
Mary Banwart, Director & Associate Professor	PhD	1
Amy Leyerzapf, Lecturer	PhD	1
Debra Ford, Lecturer	PhD	.25
Ann Morrill, Lecturer	PhD	.25
Jacob Stutzman, Lecturer	PhD	.25

Student Profile

Anticipated student enrollment			
	Full Time	Part Time	Total
Year 1	6	6	12
Year 2	18	18	36
Year 3	24	30	54

Anticipated number of program graduates	
After 5 Years	60
After 7 Years	108

Academic Support

Library Services: Databases such as JSTOR, ProQuest, etc. will be sufficient to support graduate-level research. Students will be introduced to these resources, as well as the availability of research librarians, during their enrollment in LDST 700 and LDST 705. Access to and confidence in navigating e-resources will be especially important following the students' residential year if they choose not to remain on or near the University campus.

Career Services: Students will complete the TrueType assessment through the University Career Center during LDST 700 and LDST 705 and will have the

opportunity to continue individual career consulting with UCC representatives through their graduate career.

Computing Services: No additional computing resources beyond those offered to all students enrolled at the University of Kansas will be required to support the proposed program.

Financial Assistance: Financial aid offered through the Office of Student Financial Aid, the Student Employment Center, and the KU Endowment Association, as well as via private assistantship from grants and scholarships. Graduate assistantships may be available through other academic units as well.

Advisory Services: The master's program will have the support of a staff Graduate Academic Advisor. This individual will serve as a first point of contact for students. They will track individual student progress to degree, counsel on issues of university policy, help with the scheduling of exams, and certify the fulfillment of all graduate degree requirements, in consultation with the primary faculty advisor. Additionally, students will select a faculty mentor to guide the student regarding the development of an integrated course of study, selection of courses, research topics, professional opportunities and further graduate studies. This individual may also direct the student's capstone portfolio work.

General Resources: Students have the opportunity to attend a new student orientation upon acceptance to the program. A similar online orientation module will be provided to students when they enroll in their first online course to familiarize them with the Blackboard course support platform. By virtue of their enrollment, students in the program will have access to the full range of services for students that are available at the University of Kansas. Services that may be of particular interest or assistance to graduate students will be highlighted in LDST 700 and LDST 705.

Facilities and Equipment

Anticipated facilities for the proposed program already exist. The program does not require a new building; it will share classrooms, lecture halls, offices, and libraries as do other programs in the College of Liberal Arts and Sciences at the University of Kansas.

The program will require no new equipment. It will utilize existing office and electronic resources housed in the constituent academic units.

Program Review, Assessment, Accreditation

Regular program review will consist of evaluation of teaching and tracking of placement. Teaching evaluation will be predicated on student evaluations submitted for all programs and the steering committee will work with individual faculty to assure the quality and effectiveness of courses in the program. The Graduate Academic Advisor will also track job placement and career choice of those graduating from the program. The program will undergo external review and KBOR review according to the University schedule.

The program will meet all standards for university accreditation. No additional professional accreditation requirements pertain to the program.

Costs, Financing

	Salaries	OOE	Equipment	Other	TOTAL
Year 1	0	8000	0	0	8000
Year 2	0	0	0	0	0
Year 3	0	0	0	0	0

What is the source of the new funds?

College of Liberal Arts and Sciences

Rationale for proposal

This interdisciplinary program is the first of its kind at the state & conference levels, representing a systematized professional development opportunity that is applicable to a wide variety of audiences, contexts, & professions. It provides a research-based, theoretical approach to doing the work of leadership along with faculty-guided experiential learning while also synthesizing existing coursework in Diversity, Equity & Inclusion across the university.

Additional Information

The list of faculty includes those who will be teaching the LDST courses required of all students, as well as faculty who sit on the interdisciplinary coordinating committee. A number of additional faculty will contribute to the program by teaching courses in the area of Diversity and Equity. This list will vary as instructional assignments change and new courses are added to the elective list, and thus is not included here.

Supporting Documents

[DEI Graduate Certificate Course List, FINAL.xlsx](#)

Program Reviewer Comments

Kristine Latta (klatta) (10/19/18 2:43 pm): Added final exam language and deleted repeated content.
Kristine Latta (klatta) (10/19/18 3:13 pm): Added sentence to degree requirements to clarify hybrid nature of program.
Kristine Latta (klatta) (10/31/18 8:10 am): Approved by Dean Lang on 10/31/18.

Linda Luckey (luckey) (11/14/18 1:18 pm): Rollback: A supportive comment came in during the review period from the Dean of the School of Education wondering if there is room to collaborate with the school regarding course offerings. There may not be based on mode of delivery but it looks like they were consulted with early. Can you give the provost's office a bit of background on this? Dean Ginsberg acknowledged he isn't completely in the loop on this. Thanks very much!

Kristine Latta (klatta) (11/15/18 3:30 pm): In response to Dean Ginsberg's comment re: the MA, Mary Banwart and I met with Lisa Wolf-Wendel on 8/20 to discuss potential collaboration and identify possible courses for inclusion in the MA. Dean Ginsberg was present for a portion of that discussion. Ultimately, two classes were identified, C&T 807: Multicultural Education and ELPS 830: Foundations of Multicultural Education. Both are included as options in the US Race & Ethnicities track of the Diversity side of the degree plan. We also agreed to continue our conversation as we update and expand our course lists with an eye

to both fit with the curriculum and a fit with the mode of instruction.

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Susan Twombly (stwombly) (11/19/18 1:31 pm): What does it mean to be a consulting school or college? None of the faculty from ELPS or the School of Ed are mentioned nor are any of the courses offered in these units required or even mentioned. So, listing the SOE as consulting is curious.

Steven White (s-white) (11/27/18 1:51 pm): I'm fine with C&T 807 listed as a course in the DEI list.

Key: 646



US Race & Ethnicity

AAAS 511	The Civil Rights Movement (3) H
AAAS 560	Race, Gender, and Post-Colonial Discourses (3) H
AAAS 811	The Civil Rights Movement (3)
AAAS 611	History of the Black Power Movement (3) H
AAAS 812	The Black Power Movement (3)
AMS 536	Ethnicity in the United States: _____ (3) S
AMS 550	Research Seminar in: _____ (3) H
AMS 650	Jazz and American Culture (3) H
AMS 694	Directed Readings (1-4) H
C&T 807	Multicultural Education
ELPS 830	Foundations of Multicultural Education
THR 914	Theories of Race and Performance

Women, Gender, & Sexuality

AAAS 560	Race, Gender, and Post-Colonial Discourses (3) H
WGSS 521	Women and Violence
WGSS/POLS 562	Women and Politics
WGSS 563	Gender, Sexuality, & the Law
WGSS/AAAS/AMS 565	Gender, Culture and Migration
WGSS 583	Love, Sex and Globalization
WGSS/POLS 600	Contemporary Feminist Political Theory
WGSS/PSYC 689	Conceptual Issues in Human Sexuality
WGSS 701	Seminar in: _____
WGSS 800	History of Women, Gender and Sexuality Studies
WGSS 801	Feminist Theory
WGSS 802	Feminist Methodologies

US Social Differences

AAAS 501	Regional History: _____ (3) H/W
AAAS 811	The Civil Rights Movement (3)
AAAS 812	The Black Power Movement (3)
AMS 510	History of American Women--Colonial Times to 1870 (3) H
AMS 511	History of American Women--1870 to Present (3) H
AMS 555	Advanced Topics in American Literature Since 1865: _____ (3) H
AMS 650	Jazz and American Culture (3) H
AMS 694	Directed Readings (1-4) H
AMS 696	Studies in: _____ (3) H
AMS 802	Theorizing America (3)
AMS 808	Studies in: _____ (3)
C&T 807	Multicultural Education
ELPS 830	Foundations of Multicultural Education