

University of Louisville
New Academic Program Proposal Template

Certificate Programs

After approval of the Letter of Intent, certificate programs are to complete the New Academic Certificate Program Proposal template.

All forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

**Send the following materials to the
Program Approval Service Account (PROGAPPR@louisville.edu):**

- Completed Proposal Template
- Proposed Program Curriculum (complete the table found in Appendix A of this proposal template)
- Course syllabi for any new course offerings
- SACSCOC Faculty Roster Form
- CV for Program Director/Coordinator
- Proposal Budget Form
- Letter of Support from the unit Dean
- [Letter of Support from the UofL Libraries](#)
- Letter(s) of Support from any units, departments, or internal or external entities that will be supporting the certificate program
- [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#) (Stand-alone Certificates Only – See Section D.5) – Optional

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

General Program Information	
Date: 3/8/2023	
Program Name:	Diversity, Inclusion, Community Engagement, and Equity in the Workplace (DICEEW) Certificate
Degree Level:	Undergraduate: _____* Graduate (select one of the following): Post-Baccalaureate _____ Post-Master's _____ Post-Professional _____
Minimum and Maximum Number of Credit Hours required:	12
Accreditation or Licensure Requirements (if applicable):	No
CIP Code:	Not sure
Department and Department Chair:	Dr. Jason Immekus, LEAD Department
School/College:	College of Education and Human Development (CEHD)
Program Director and Contact (if different); (please also include title):	Dr. Randy Whetstone, Jr.
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
Proposed Implementation Date for Program (semester and year):	Fall 2024
Program Length (1 semester, 1 year or Average time to Completion)	Program can be completed in one year.
Anticipated Date for Granting First Degree:	Fall 2024
Identify whether the program is 100% online, 100% face-to-face, or a combination of the two:	All LEAD courses are offered 100% online. Students who choose to take courses from PAS or SOC will have in-person options. The SOC (323) alternative course is offered both online and in-person
If the program plans to offer the certificate program as a stand-alone credential eligible for Title IV Financial Aid – See Section D.5	Complete Notice of Intent Form - http://louisville.edu/oapa/gainful-employment-policy

A. Centrality to UofL's Mission and Strategic Plan

The certificate program is to adhere to the role and scope of the University of Louisville as set forth in its mission statement and as complemented by UofL's strategic plan.

<p>1. Provide a brief description of the program (copy the abstract provided in the program's Letter of Intent here). (250 words or less; program's purpose/focus, primary areas of study, intended audience, degree level, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field).</p>
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The purpose of the DICEE in the Workplace certificate program is to prepare leaders working in a multitude of fields (e.g., military, corporate, non-profit, healthcare, government, private sector, etc.) to implement best practices and strategies around diverse hiring, inclusive workplace environments, effectively engaging with marginalized communities through meaningful organizational partnerships, and equitable treatment among all employees in the workplace. The audience for this certificate is individuals working in leadership roles, especially those with some college but who have not earned a college degree, who seek specialization in DICEE.

The certificate would fill a needed gap of professionals who desire creating and sustaining a workplace environment that reflects the changing societal demographics and who want to implement DICEE in the workplace. With ever-growing workplace changes (e.g., policies, hiring), the workplace is challenged to address matters of injustice, fairness, equality and equity, prejudice, discrimination, and cultural acceptance. The proposed certificate will allow students to study and explore the existing problems associated with the aforementioned areas. Students will explore policy, complete organizational analysis, and engage with marginalized communities through assignments to form a solid knowledge base towards practical application.

This certificate program is also appropriate for those who have already finished a degree and maybe have gotten out into the workforce and identified that they do not have enough training in these tools - and the certificate program could bolster these DICEE areas.

Additional workplace challenges that will be addressed in the certificate include the following:

- Ensuring all voices are heard and valued
- Recognizing the role of diverse workers in the workplace
- Engaging and promoting the well-being and fairness of marginalized communities
- Exercising equity in the workplace and beyond

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

The DICEE certificate program directly aligns with several of the University's strategic objectives and institutional mission priorities, as noted below.

UofL Priority: **Educational Excellence**

CEHD Mission: **Prepare students to be exemplary professional practitioners and scholars**

The University of Louisville and CEHD value educational excellence and achievement. The certificate program supports student success, retention, and progress given research showing the importance of upskilling students and earning stackable certificates for students' ability to obtain high quality jobs and enter pathways for further education (Lumina, 2017). Students will go through a rigorous training process to expand their critical thinking skills about DICEE subjects. Students will gain an academic credential to enhance their body of work and allow them to be more informed practitioners in the workplace. Educational excellence will be embraced by students to implement their knowledge and insight. Hence, this certificate program will be used to transform communities and the workplace alike, in alignment with both the UofL priorities and the CEHD mission.

UofL Priority: **Diversity, Equity, and Social Justice**

CEHD Mission: **Prepare students to collaborate with others to solve critical human problems in a diverse global community.**

The program is designed for leaders who have a heart and passion for DICEE in the workplace and community. There is a strong call for DICEE evaluation and assessment in the workplace, and to know best practices to transform communities for the better (Muldoon, 2022). Students will perform an organizational analysis to assess that organization's diversity work over the years. Additionally, the University of Louisville is an institution that values inclusion and equity. This certificate will continue this mission, and the mission of CEHD, by informing student leaders from across the globe about the importance and relevancy of DICEE work.

U Of L Strategic Goal L1, ACTION 1: Create interdisciplinary degrees and credentials driven by community, society, and workforce needs is a priority around learning.

This certificate fulfills the University's strategic plan goal of interdisciplinary credentials driven by community, society, and workforce needs by collaborating and taking an interdisciplinary approach. Students will have the option to take courses in Arts and Sciences and learn from other faculty and instructors from other programs in addition to CEHD. The proposed LEAD courses have also gained employer data by way of qualitative responses from members on the Organizational Leadership and Learning Advisory Board. From these data, CEHD faculty have learned about community, society, and workforce needs around DICEE.

U of L Strategic Goal L1, ACTION 2: Increase and support non-traditional student populations including adult, commuter, online, transfer, international, etc. (UofL Strategic Plan (2023-2025) (p. 3).

This action again falls under the LEARN section for the strategic plan. Since the proposed certificate has a heavy emphasis on the workplace, there is an anticipation of current OLL students to have DICEE as a focal area in their studies and as a result seek to obtain the certificate. This certificate is also designed for working professional who may not be pursuing a college degree, but who classify as a non-degree seeking student. This allows the certificate to be made available internationally and online. By continuing their education, students (who have not obtained a college degree) may be motivated to go back to school as a result of completing this certificate. The DICEE certificate is also a credential to add to one's resume. The DICEE certificate fulfills the action goal of increasing the non-traditional student population.

U of L Strategic Goal D1, ACTION 3: Engage historically underrepresented communities in the university's scholarly contributions and research activities (UofL Strategic Plan (2023-2025) (p. 3).

In the Discover section of the strategic plan, UofL is committed to engaging underrepresented communities. The certificate aligns with this goal and plan by allowing students (both traditional and non-traditional) to engage with underrepresented communities through a community exploration assignment. This assignment will require students to interact with an unrepresented community and to both assess and evaluate their pre- and post- dispositions and emotional intelligence in relation to the community. This will be done by way of observation and interviewing members of the community and learning about issues, challenges, and problems that have plagued their community both historically and currently. Students will then take a personal inventory to see how they can work for the common and greater good moving forward. Students will be tasked with identifying community resources and organizational resources to combat the issues and challenges discovered. This exercise will allow students to take the data gained from observations and interviews to work and find solutions by way of their organization or institutional affiliation's resources.

U of L Strategic Goal C1, ACTION 3: Engineer Our Future Economy by developing creative ideas and technologies that facilitate workforce opportunities through engagement with industry, non-profit, community and government entities.

In the Connect section of the strategic plan, UofL is future focused. As students complete this certificate, they will learn about the history of various industries, non-profits, military and community and governmental entities. They will learn about an organization's inception in relation to DICEE concepts and then anticipate the future and the needs to establish continuous improvement in each area. Students will come to learn about ideas and technology (especially with the advancement of artificial intelligence) that will improve DICEE efforts moving forward.

3. List the objectives of the proposed program.

Explain how the objectives support the university and unit mission, strategic priorities, and institutional and societal needs.

The DICEE certificate will prepare leaders and help them achieve the following objectives:

1. Review, analyze, and ascertain overall course frameworks of – Race, Ethnicity, Culture, World View, Diversity, Multiculturalism, and Globalization
2. Identify historical and current structures of power, privilege, and inequality that are rooted in antiracism
3. Explain how antiracism acts individually, interpersonally, institutionally, and structurally
4. Plan outreach strategies to maximize diverse contributions to the community and to use metrics to ensure community needs are being met by organizational partners
5. Demonstrate activities to embrace global differences and inclusive approaches to better engage minority communities

4. Clearly state the admission, retention, and degree completion standards designed to encourage high quality.

Please be clear and specific.

Admission requirements:

Registered and have official standing in a University of Louisville program including: undergraduate, continuing studies, or non-degree status. Most of our online students start out as non-degree students but they have official status in the university.

Graduation requirements (provide specifics):

Graduation requirements will include the completion of 12 credits of coursework. Students are required to earn a C- or better in their DICEE classes with a cumulative GPA of 2.5 or higher in the certificate classes.

The subsequent table identifies the four 3-credit unit courses that comprise the DICEE certificate program.

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

The DICEE certificate will prepare leaders and help them achieve the following objectives:

1. Review, analyze, and ascertain overall course frameworks of – Race, Ethnicity, Culture, World View, Diversity, Multiculturalism, and Globalization

SLO #1: Interact with people from various cultures

Student will engage with people from various cultures in backgrounds in efforts to learn about diversity and the differences that surround them both personally and professionally. Students will gain the knowledge, skill, and abilities around the full spectrum of diversity. Cultural expression and the process of enculturation. Students will access workplace challenges for diverse groups both historically and currently. Students reflect on what life may be like if they represented a different group or category under the diversity spectrum (i.e. race, age, sexual orientation, religious beliefs, etc.).

SLO #1: Convey respect for different perspectives, cultures, and socio-economic conditions

Students will demonstrate appreciate and courtesy for diverse groups and their contribution to society. Students will gain an understanding of the various lived experiences in the United States and beyond based on cultural background & expression as well as socio-economic status and this impacts a person's livelihood and access to adequate resources in society. Students demonstrate the ability to engage in dialogue with individual from different backgrounds to learn about perspective and how a person established their worldview and outlook on the world.

2. Identify historical and current structures of power, privilege, and inequality that are rooted in antiracism

SLO #2: Describe and explain key ideas and concepts concerning the social construction of race and ethnicity

Students demonstrate an understanding around race as a social construct and its impact on the United States workforce. Racial classification will be evaluated from a historical perspective. Students demonstrate how race has led to power, privilege, and inequality around the nation. Students demonstrate how such issues have led to an imbalance in today's workforce and has presented further challenges for emerging generations.

3. Explain how antiracism acts individually, interpersonally, institutionally, and structurally

SLO #3: Understand and employ strategies for DICEE professional development and training in the workplace

Students demonstrate a clear understanding of antiracism and its affects personally, in relation to others, organizationally, and through process and procedures. Students demonstrate a clear definition for antiracism. Policies and practices are studied to learn about

processes that have led to racism. Students learn and study systems and its development in the last century, etc. Students demonstrate strategies to ensure a diverse, inclusive, community-engaged, and equitable workplace for all.

4. Plan outreach strategies to maximize diverse contributions to the community and to use metrics to ensure community needs are being met by organizational partners

SLO #4: Identify minority communities and systemic challenges they may face

Students will engage a minority community to better understand lived experiences and systemic challenges. Students will observe a minority community of choice and engage in dialogue and interaction to better learn their “story” and the lack of resources needed for this community to thrive. Students will demonstrate the ability to diagnose the factors and systems that lead to inequality and discrimination of the selected community. Students will demonstrate an understanding of organizational partnerships and the resources available within an organization to partner with minority community in proximity. Students will demonstrate how organizational partnerships work both domestically and internationally to combat the challenges minority communities face globally.

5. Demonstrate activities to embrace global differences and inclusive approaches to better engage minority communities

SLO #5: Develop interpersonal relationships in an inclusive workplace

Students demonstrate the ability to interview and collect qualitative data on diverse groups in the workplace. Students demonstrate strong deep listening skills, objectivity, and empathy. Students demonstrate skill to form relationships with those different than themselves, seeking similarities, and engaging in dialogue to understand differences. Students demonstrate strong communication skills with those at varying levels in the workplace (i.e. front line, mid-management, and senior executive leadership).

SLO #5: Utilize emotional intelligence in daily practice

Students demonstrate the ability to engage in activity, dialogue, and interaction with diverse groups and minority communities. Students demonstrate the ability to be aware of predispositions and prejudice towards selected groups. Students will practice self-reflection and do a self-inventory that challenges them to consider their personal upbringing and the ideological views developed and executed throughout their childhood, adolescents, and adult life. Students demonstrate the ability to do a pre- and post- reflection of their “views” of a community or diverse group and assess their ability to exercise emotional intelligence, being aware of unconscious biases and microaggressions.

2. Describe how each program-level student learning outcome will be assessed (including when data will be collected and how assessment results will be used to improve the program.

All SLO assessments will be completed by evaluation of Hallmark Assessment Tasks for various courses in the program. Hallmark Assessment Tasks (HAT) are completed every semester in every CEHD course. Using HATs as assessments for SLO completion will allow the program to evaluate student learning every semester within each core DICEE course in the new program. Student evaluations will be tracked over time to assess career readiness in relation to problem solving, leadership responsibility, and implementing positive and effective change. In addition, students will demonstrate subject matter comprehension to acquire and develop the necessary knowledge, skills, and abilities.

The five SLOs mentioned above target the core classes for the DICEEW certificate:

LEAD 314: Diversity in the Workplace

LEAD 324: Antiracism: A Fundamental to a New System

LEAD 424: Organizational Partnerships and Community Engagement

LEAD 460: Adult Learning and Diversity

SLO #1: Interact with people from various cultures & convey respect for different perspectives, cultures, and socio-economic conditions

We will target SLO #1 through the LEAD 314.

- Assignment: Students will complete a Perspective Piece assignment in which they are asked to select a group under the spectrum of diversity. Students will be asked to choose a group in which they do not identify. Students will learn about this group's demographics, percentage population in the United States, and influences on their presence in the workplace. Students will be evaluated on their ability to assess and evaluate the workplace challenges this group has faced and some of the cultural factors that are impacted as a result. Students will reflect and consider what may impact them personally if they were a member of the chosen group.

- Purpose & Results: The purpose of this assignment is for students to demonstrate a deep and comprehensive understanding of differences in and around them and to better engage different cultural perspectives. We will target 85% of students enrolled in LEAD 314 to score as either "Meets Expectations" or "Progressing" on the quality of writing component on the assignment grading rubric.

SLO #2: Describe and explain key ideas and concepts concerning the social construction of race and ethnicity

We will target SLO #2 through the LEAD 324.

- Assignment: Students will complete discussion board assignment #2 wherein they are asked to discuss the social constructions of race and to explain how such construction was developed. Students will share the pros (if any) and cons (if any) of race as a social construct and to determine if it is a good practice to categorize individuals on the basis on race. Students will be challenged to explore the historical implications of race as a social contract and ideologies and philosophies that undergird this process.

- Purpose & Results: The purpose of this assignment is for students to demonstrate a deep and comprehensive understanding of race as a social construct and if there are any positive or negative

outcomes as a result. Students will also come to learn about system develop and processes utilized to govern people and to assess meaning and identity to human beings. We will target 90% of students enrolled in LEAD 324 to score as either “Meets Expectations” or “Progressing” on the quality of writing component on the assignment grading rubric.

SLO #3: Understand and employ strategies for DICEE professional development and training in the workplace

We will target SLO #3 through the LEAD 314 and LEAD 460.

- Assignment: Students will complete a Website Analysis assignment in LEAD 314 where they will research a Fortune 500 company and learn about its history, approaches to diversity work, and C-suite leadership positions. This assignment will provide insight into practical approaches considered by some of the largest organizations in today’s workforce. Students will determine if priorities around DICEE has been effective and they will explore any gaps or areas for improvement.

Students will also complete a Research Report assignment in LEAD 460. This assignment requires conducting a research project in this course and writing up the results in a clear, concise fashion. Theories and concepts learned in the course are used to interpret the results of the study and to draw conclusions that demonstrate adult learning and diversity, and training and development understanding, writing skill and communicating effectively.

- Purpose & Results: The purpose of these assignments is to gain a better understanding and to employ strategies for a more robust and comprehensive training and personal development around diversity, inclusion, community engagement, and equity in the workplace. Also, students will build on research skills to make data-informed decisions for better practices for all in the workplace. We will target 85% of students enrolled in LEAD 314 and LEAD 460 to score as either “Meets Expectations” or “Progressing” on the quality of writing component on the assignment grading rubric.

SLO #4: Identify minority communities and systemic challenges they may face

We will target SLO #4 through the LEAD 424.

- Assignment: Students will complete a Community Exploration assignment in LEAD 424. In this assignment, students will explore a marginalized community and spend up to three observing activity interaction, and engagement amongst members of the community. Students will collect data based on what they observe and then proceed to interviewing a selected member of the community. Questions will be asked to learn about discrimination, inequities, or lack of fairness by being a member of this community. Possible solutions will be suggested followed by a closing reflection.

- Purpose & Results: The purpose of this assignment is for students to step outside of their comfort zone and witness lived experiences of those from a minority or marginalized community. Students will also gain better verbal communication skills and form diverse interpersonal relationships. We will target 90% of students enrolled in LEAD 424 to score as either “Meets Expectations” or “Progressing” on the quality of writing component on the assignment grading rubric.

SLO #5: Develop interpersonal relationships in an inclusive workplace & utilize emotional intelligence in daily practice

We will target SLO #5 through the LEAD 324 and 424.

- Assignment: In LEAD 314, students will complete a HAT assignment entitled: Analysis of Organizational Diversity. In this assignment, students will be asked to interview three employees of a chosen employer. Students will develop this relationship and have participants complete an organizational snapshot in which they will score various areas and components of diversity based on the organization's effectiveness in the chosen area. Relationships will be established to determine necessary ideas and innovations to provide a more inclusive workplace.

In LEAD 424, students will complete a HAT assignment entitled: Organizational Partnership and Community Engagement Proposal. In a section of this assignment, students will explain how they have grown in the area of community engagement. When writing the proposal, students will explain how they have left a mark in the field as a justification to the initiative. They will provide the community explored, share what was learned, and how they grew sensitive to societal issues by forming interpersonal relationships. This exercise of emotional intelligence will be used to make more informed decisions in the workplace about how to better engage the selected community.

- Purpose & Results: The purpose of this assignment is for students to grow in their interpersonal communication skills. Students will also examine their personal emotional intelligence and become both vulnerable and transparent in their own views, ideas, and actions toward different community groups. We will target 85% of students enrolled in LEAD 314 and 424 to score as either "Meets Expectations" or "Progressing" on the quality of writing component on the assignment grading rubric.

3. For each learning outcomes, provide direct indicators (and indirect, where possible) of achievement of the outcome, target(s) for the outcome, and frequency of data collection.

Indicators of achievement will be based on the evaluation of written assessment and comprehension of course content, etc.

4. Course Delivery Methods.

Please answer the following:

- a) Will this be a 100% distance learning program? Yes No
- b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes No

If yes, please check all that apply below.

Distance Learning

Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web

- Technology-enhanced instruction
- Evening/weekend/early morning classes
- Accelerated courses
- Instruction at nontraditional locations, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

5. Is there a specialized accrediting agency related to this program? Yes No

a. If yes, please identify the agency.

b. If yes, will the program seek accreditation?

6. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries. You can request this letter at <https://library.louisville.edu/forms/new-program-proposal>.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

Accordingly, we request \$2,000 from the program in its first year to purchase the recently published electronic books noted in our review, a copy of which is attached.

C. Program Demand/Unnecessary Duplication

1. Provide the projected enrollment and graduation numbers for the first five years.

Academic Year	Degrees Conferred	Headcount Enrollment (Fall term)
2023-24	2	5
2024-25	5	10
2025-26	15	20
2026-27	25	25
2027-28	30	30

2. Indicate any efforts to address student educational and workforce needs or to maximize student success, for both traditional and non-traditional students.

Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

There is a growing need for diversity certificates that specify the workplace and the need to impact change. Since fewer students are going the traditional college route to earn their degree in four years, the need for certificates and fast-earning credentials are rising (Shea, 2020). Due to the recent social unrest and the nation's historical issues surrounding diversity, equity, inclusion, and belonging in the workplace, organizations and leaders need and want their DICEE needs addressed but may not know how to navigate the process. Human resource departments need the knowledge and insight to address DICEE scenarios and to make better decisions. Many graduate students may earn a masters or doctoral degree but lack the specialized training to implement the change they desire to see. As a result, the DICEE certificate will meet the student demand of those learners who directly want to tackle and address diversity work in their respective discipline.

This certificate will equip students with the knowledge and skillset to address such challenges. Students will be encouraged to evaluate their employer's inclusive practices. Students will also learn about the workplace challenges faced by minority groups to gain a better understanding of how minorities can be more empowered and overcome workplace challenges and obstacles. The certificate program will offer students the opportunity to collect qualitative data from marginalized communities. Students will choose communities on their own to learn about their hardships and challenges in efforts to identify workplace resources that can mitigate such problems. Students will also learn about the difference between equality and equity. Students will be challenged to explore equitable resources and consider equitable treatment in the workplace and beyond.

As a result of the certificate program, students will be able to:

- Interact with people from various cultures
- Understand and employ strategies for DICEE professional development and training
- Convey respect for different perspectives, cultures, and socio-economic conditions
- Develop interpersonal relationships in an inclusive workplace
- Describe and explain key ideas and concepts concerning the social construction of race and ethnicity
- Identify minority communities and systemic challenges they may face
- Utilize emotional intelligence in daily practice
- Become more marketable for positions such as:
 - Diversity Recruitment
 - Chief Diversity Officer
 - Talent Acquisition Recruiter
 - Diversity & Inclusion Director
 - Manager, Diversity, and Inclusion
 - Human Resources: Director, Specialist

3. Specify/highlight any distinctive qualities of the proposed program.

The distinct qualities of this program is the strong focus and emphasis on the workplace and the tools provided to better utilize the workplace. This program is also designed to prepare employees and future employees of workplace issues and challenges and to build upon their critical thinking skills in relation to problem solving. Traditional students can benefit from learning about workplace challenges in efforts to equip them for their respective discipline.

This program is designed to help students enter the workplace immediately after graduation. The program is also a great option for individuals who are already in the workplace and need additional training. Students will gain skills in recognizing implicit bias, emotional intelligence, interpersonal communication, conflict

resolution, and decision making. The graduate programs students may consider will include organizational development and human resources. Students may seek the following jobs:

- Diversity Recruitment
- Chief Diversity Officer
- Talent Acquisition Recruiter
- Diversity & Inclusion Director
- Manager, Diversity, and Inclusion
- Human Resources: Director, Specialist

4. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs?

If yes, please explain.

The DICEE program will target students from the undergraduate or non-degree level and focus more so on organizational development and systematic practices. The DICEE program will explore hiring practices in the workplace and philosophical beliefs related to antiracism. Students who obtain the DICEE certificate will be challenged internally to explore any personal biases and to assess their understanding of racism and systemic racism in the United States. Students will examine historical policies related to systemic racism and contrast such ideologies to existing or grassroots organizations that exercise an antiracist agenda.

The DICEE in the Workplace certificate is different from other UofL minors/tracks in these ways:

1. Audience: This certificate is designed to be accessible to working adults who hold leadership roles within their organizations.
2. Application-Oriented: The courses take a practice-based approach to address diversity, inclusion, community engagement, equity, and antiracist practices in the workplace. The assignments challenge students to apply relevant DICEE practices in their current and future places of employment while also completing the required coursework.
3. Workplace-Focused: Other minors and tracks across the university address similar and overlapping content but are either not focused on the workplace or not broadly focused across diversity in the workplace.

Given the strong focus on diversity at the University of Louisville, there are many excellent courses that fit within the focus of this program, many of them within the minors and tracks you shared. The program will also be a good fit for traditional students as they will study and understand the workforce from a theoretical standpoint.

5. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes No

If so, please specify.

The OLL DICEE focus area allows for students to have a concentrated focus on DICEE efforts in the workplace. By turning this focus area into a certificate, students are being upskilled and able to earn their undergraduate degree along with an undergraduate certificate.

6. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

(1) Proposed Course Collaborations and Cross-Listings

We have re-designed the certificate to include choice courses within four broad themes: *diversity, inclusion, community engagement, and equity*. These four themes impact the workplace in a very specific and unique way. This creates a certificate that is accessible to traditional students and adult learners (in the workforce) to learn about DICEE in the Workplace with a strong focus on application.

Below are important elements to consider when applying the four broad themes:

DICEE Emphasis

- **Things to consider.** Students will identify and explain critical thinking measures by using the DICEE acronym below:
 - **Diversity:** Is your organization creating an environment that embraces the full range of diversity? (i.e. race, ethnicity, religion, sexual orientation, age, physical ability, gender, etc.)
 - What is the organization’s view of diversity? i.e. diversity statement, training, etc.
 - **Inclusion:** Does the organization have an inclusive environment of differences in the workplace?
 - Are all voices heard?
 - What role do minorities play in the workplace? Are those in the workforce represent those in the community?
 - How inclusive is the leadership team regarding varying ideas, backgrounds, and experiences?
 - Employees are treated with value and respect?
 - Issues and potential tensions are addressed?
 - **Community Engagement:** How does the organization engage the community?
 - How are they meeting the needs of marginalized groups?
 - Is the organization partnering with local communities to initiative change? If so, how?
 - What is the process that determines org. partnership?
 - Who is not being served as a community?
 - **Equity:** Do constituents (internal and external) have equal opportunity to achieve success?
 - Is there equity regarding contribution and belonging?
 - Does everyone get the support they need amid systemic barriers?
 - Are consumers receiving equitable treatment from this organization?

At-A-Glance

DICEE in the Workplace Curriculum:

Area A: Diversity (3 credit hours)
LEAD 314: Diversity in the Workplace
Area B: Inclusion (3 credit hours)
LEAD 324: Antiracism: A Fundamental to a New System OR
PAS 205: Race, Color, and Consciousness OR
PAS 364: Racism and Sexism
Area C: Community Engagement (3 credit hours)
LEAD 424: Organizational Partnership and Community Engagement
Area D: Equity (3 credit hours)

LEAD 460: Adult Learning and Diversity OR
PAS 227: Survey of American Diversity OR
SOC 323: Diversity and Inequality

Courses Included in the DICEE in the Workplace

PAS 205. Race, Color and Consciousness (3 Units)

Term Typically Offered: Fall, Spring

Description: Do #BlackLivesMatter advocates have a legitimate argument that America has historically and contemporarily marginalizes people based on race? Is race more important than class? Does America define race differently than other countries? This course wrestles with these questions and more as it explores how the African-descended experience has developed in different ways around the globe. The historic struggle for personhood and humanity by African people when they encounter non-colored core groups in various western societies also has certain commonalities. The course focuses on the experiences of diasporic Africans in North America, South America, and the Caribbean who have lived in societies that are socially, politically, and economically controlled by such groups. It is especially designed to expose students to a comparative view of race relations and reasoning in several societies in an effort to more fully examine the evolving American approach to race.

Connection: *PAS 205 seems to focus primarily on the experiences of African descendants and their experiences in North and South America, and the Caribbean. The DICEE in the Workplace comparison to this course is LEAD 324 (Antiracism: A Fundamental to a New System). LEAD 324 will not look at the lived experiences of African descendants as much in-depth as PAS 205. The text, How to be an Antiracist will be the foundational text for LEAD 324 to inform students on racist practices and policies over time which dates back to the mid-15th century. PAS 205 will provide further insight for LEAD 324 students to better understand American descendants of slaves.*

PAS 205 has been added as an option in the Inclusion category.

PAS 364. Racism and Sexism (3 Units)

Term Typically Offered: Summer Only

Description: The impact of racism and sexism on marginally-oppressed communities, as well as their strategies of resistance. (Social Sciences)

Connection: *The DICEE in the Workplace certificate will challenge students to explore and examine the historical trends of racist practices in the workplace. Students who take DICEE in the Workplace courses will be adult learners who will be able to take course content and make it applicable to the workplace immediately. PAS 364 will look at race and sexism from a theoretical standpoint and will offer deeper meaning to DICEE content.*

PAS 364 has been added as an option in the Inclusion category.

PAS 227. Survey of American Diversity (3 Units)

Term Typically Offered: Fall, Spring, Summer

Description: A social map of the contemporary United States reveals several culturally-identified human groups based upon race, ethnicity, religion, language, family origins, and other characteristics. While

diversity has become integral to the American society, it is an area that is little-studied and far less understood by many. This course will help students better understand racial and ethnic diversity in today's society. More than a historical overview, this course includes selected readings and film which provide glimpses behind the facade of the "other", to see some of the struggles they face as they become part of the American "fabric". In the process of developing this understanding, we will constantly challenge ourselves by asking two main questions: "Who is an American?" and "What does it mean to become an American?"

Connection: *PAS 227 will be a good compliment as a cross-listed course with LEAD 460 (Adult Learning and Diversity). Perhaps these courses can be compared to see what resources and content could be used in both courses as well. Additionally, there may be the potential for LEAD 460 to be a substitute for students in A&S to fulfill their respective degree-certification requirements.*

PAS 227 has been added as an option in the Equity category.

SOC 323. Diversity and Inequality (3 Units)

Term Typically Offered: Fall, Spring, Summer

Description: Dimensions, sources, and problems associated with social inequality. Includes discussions of social class, gender, and race/ethnicity. Focus on American society, with international phenomena also considered.

Connection: *In SOC 323, students learn more about trends and cycles unique to diversity and inequality in the America, whereas in LEAD 460 strong connections are made to the workplace. Both opportunities address systemic and individual forms of inequality and thus are strong courses for this category.*

SOC 323 has been added as an option in the Equity category.

(2) Courses with Other Collaboration Opportunities

In communication with various program leads the university, we have identified courses with which we can collaborate, beyond including the course within a program. Those collaboration details are provided in the Appendix. Here a brief course-specific highlight is provided.

Course collaborations will include:

- Exchanging course resources (i.e. textbooks, articles, media, etc.)
- Guest lecturing between the two courses
- Collaborative courses will include:
 - Possibly SOC 456 (chair will confirm with faculty members) w/ LEAD 314
 - SOC 454 w/ LEAD 424
 - WGST 300 w/ LEAD 314
 - WGST 414 w/ LEAD 314
- Possible collaboration with Philosophy
- Utilizing resources around disabilities in the workplace

Courses to Collaborate with DICEE in the Workplace

SOC 454. Social Inequality & Stratification (3 Units)

Term Typically Offered: Spring Only

Prerequisite(s): SOC 201, SOC 320, and SOC 323; or 9 hours at 300+ level in one social science; or consent of instructor.

Description: Analysis of systems of the distribution of power, property, privilege, and prestige in human communities and societies. Comparison of alternate theories of the nature of distributive systems.

Note: Approved for the Arts and Sciences upper-level requirement in written communication (WR).

Course Attribute(s): CUE - This course fulfills the Culminating Undergraduate Experience (CUE) requirement for certain degree programs. CUE courses are advanced-level courses intended for majors with at least 90 earned credits/senior-level status.

Connection: *SOC 454 will be best collaborated with LEAD 424. There is overlap between the two courses in the areas of power, prestige, and privilege and how these areas have negatively impacted marginalized communities.*

SOC 456. Gender and Work (3 Units)

Term Typically Offered: Occasionally Offered

Prerequisite(s): [SOC 201](#) and [SOC 320](#); or 9 hours at 300+ level in one social science; or consent of undergraduate instructor.

Description: The structural position of gender in the workplace; examination of changes, current trends, and difference in gender socialization for work. **Note:** Cross-listed with [WGST 414](#).

Connection: *This course focuses more on gender. This course best fits as a collaboration with LEAD 314. In LEAD 314, students will learn about the full spectrum of diversity. Students interested in the topic of gender will benefit from SOC 456 content, etc.*

WGST 300. Sex, Gender and Culture (3 Units)

Term Typically Offered: Fall, Spring, Summer

Description: A cross-cultural perspective on the interactions among sex, gender, and culture, including feminist/gender theory, the socially-constructed aspects of biological sex, intersex and gender-non-binary, masculinity studies, sexuality, and heteronormativity, with emphasis on US and non-U.S. cultures. Course work will include independent reading and writing assignments. **Note:** Cross-listed with ANTH 309.

Connection: *WGST will focus more so on sex and gender. There is a specific emphasis here. The DICEE in the Workplace track will not focus on these areas of diversity exclusively. Student will learn about how marginalized communities in relation to sex and gender are negatively affected, but they will look at how organizational resources can accommodate and meet the needs of these communities. Collaborative efforts will be useful here with LEAD 314.*

WGST 414: Gender and Work (3 Units)

Term Typically Offered: Occasionally Offered

Prerequisite(s): SOC 201 and SOC 320; or 9 hours at 300+ level in one social science; or consent of instructor.

Description: The structural position of gender in the workplace; examination of changes, current trends, and difference in gender socialization of work. (Social Sciences). **Note:** Cross-listed with SOC 456.

Connection: *This course can be in collaboration with LEAD 314. The course is also cross-listed with SOC 456 which was proposed earlier as a collaboration.*

7. Describe the proposed program's relationship with programs at other institutions or external organizations (if applicable).

N/A

D. Cost

1. Will this program require additional resources? Yes No

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years. Document the expected cost/expenditures in the table below.

One additional part-time lecturer (PTL) will be added to the teaching roster, starting year 3 for a total of \$3,530.00. We anticipate the current courses will meet maximum enrollment and a new part-time lecturer will be needed starting year 3. Tuition revenue from the DICEE program will cover the addition of a new PTL. All of the core DICEE courses are in an existing program (OLL), and the expenses are covered by the degree program. If of course the courses do not meet max enrollment in year 3, no additional expenses will be needed starting year 3.

2. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal.

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Also submit a copy of the program director's CV.

3. Are new or additional faculty needed? Yes No

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if graduate assistants are included in the additional faculty resources needed.
- b) If new faculty are needed, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.
- c) What is the projected faculty/student ratio for the program?

One additional part-time lecturer (PTL) will be added to the teaching roster, starting year 3 for a total of \$3,530.00. Tuition revenue from the DICEE program will cover the addition of a new PTL.

The projected faculty student/student ratio for LEAD 314 is 30:1

LEAD 324, LEAD 424, and LEAD 460 are all 20:1

All of the LEAD 314 courses have maxed out with 30 students in previous semesters.

LEAD 324, 424, and 460 have been offered every other semester with course enrollments being between 10-12 total. Students have enrolled from multiple academic units since these courses have been offered.

Moving forward, LEAD 324, 424, and 460 will all be offered each semester in 1st or 2nd 8-weeks terms.

4. Will this program impact existing programs and/or organizational units within UofL?

Yes No

If so, please describe the impact.

(examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings, reduction or increase in students served, any other possible impact) .

One additional part-time lecturer will be added to the teaching roster, starting year 3. The certificate program is enhancing the OLL undergraduate degree program and its focus area on DICEE.

- **Complete the New Program Budget Spreadsheet.**

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as “allocation” in both the Funding Sources and Expenses sections of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won't let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar's website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*

Graduate: 75% (net of mandatory student fees) of tuition review revenue allocated according to a student's home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine) programs allocated to the student's home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The goal is to have more funding than expenses.

5. Financial Aid for Certificate Programs

Does the unit plan to offer this program as a stand-alone certificate eligible for Title IV Financial Aid?

Yes No

If yes, please review the following information:

Effective July 1, 2020, University of Louisville (UofL) students enrolled (half-time or more) in stand-alone certificate programs designated as financial aid eligible can be awarded funds. In order for a UofL certificate program to be deemed eligible for Title IV federal aid, it must:

- be one academic year in duration;
- be at least 24 credit hours for undergraduate certificates; be at least 9 credit hours for graduate certificates; and
- prepare students for gainful employment in a recognized occupation.

Academic units offering certificate programs must certify these credentials as Title IV eligible programs by submitting a [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#). See the Gainful Employment Policy website for the intent form and other information - <http://louisville.edu/oapa/gainful-employment-policy>

Appendix A Program Curriculum

In the table below, provide the program curriculum and any options; indicate total number of credit hours required for degree completion.

- Include full course names and course descriptions.
- Where they exist you should report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type of course(s) required in the “course title” column and the number or range of credit hours required.
- Provide a copy of the course syllabus for any new courses developed.

Prefix & Number	Course Title	Course Description	Credits	Required?	New	Existing	Revised	Offered Online?
LEAD 314	Diversity in the Workplace	Examination of the challenges and rewards of individual and group differences within workplaces. Focus on application of cultural competence and diversity solutions to meet group, organizational, and societal development goals. (3hrs)	3	Yes		Yes	No	Yes
LEAD 324	Antiracism: A Fundamental to a New System	An overview of systemic racism in relation to organizational inception and development. An examination of workplace policies and procedures that engender unjust practices.	3	Optional		Yes	No	Yes

		(3hrs)						
PAS 205	Race, Color, and Consciousness	Do #BlackLivesMatter advocates have a legitimate argument that America has historically and contemporarily marginalizes people based on race? Is race more important than class? Does America define race differently than other countries? This course wrestles with these questions and more as it explores how the African-descended experience has developed in different ways around the globe. The historic struggle for personhood and humanity by African people when they encounter non-colored core groups in various western societies also has certain commonalities. The course focuses	3	Optional		Yes	No	In-person

		on the experiences of diasporic Africans in North America, South America, and the Caribbean who have lived in societies that are socially, politically, and economically controlled by such groups. It is especially designed to expose students to a comparative view of race relations and reasoning in several societies in an effort to more fully examine the evolving American approach to race.						
PAS 364	Racism and Sexism	The impact of racism and sexism on marginally-oppressed communities, as well as their strategies of resistance. (Social Sciences)	3	Optional		Yes	No	In-person
LEAD 424	Organizational Partnership and Community Engagement	Examination of the challenges and rewards of individual and group differences within workplaces.	3	Yes		Yes	No	Yes

		Focus on application of cultural competence and diversity solutions to meet group, organizational, and societal development goals. (3hrs)						
LEAD 460	Adult Learning and Diversity	An overview of the theories and principles of adult learning and diversity with an emphasis on the application to the education and helping professions. Applications of career planning and talent management.	3	Optional		Yes	No	Yes
PAS 227	Survey of American Diversity	A social map of the contemporary United States reveals several culturally-identified human groups based upon race, ethnicity, religion, language, family origins, and other characteristics. While diversity has become integral to the American society, it is an area that is	3	Optional		Yes	No	In-person

		<p>little-studied and far less understood by many. This course will help students better understand racial and ethnic diversity in today's society. More than a historical overview, this course includes selected readings and film which provide glimpses behind the facade of the "other", to see some of the struggles they face as they become part of the American "fabric". In the process of developing this understanding, we will constantly challenge ourselves by asking two main questions: "Who is an American?" and "What does it mean to become an American?"</p>						
SOC 323	Diversity and Inequality	<p>Dimensions, sources, and problems associated with social inequality. Includes discussions of</p>	3	Optional		Yes	No	Online or in-person

		social class, gender, and race/ethnicity. Focus on American society, with international phenomena also considered.						
TOTAL CREDITS	12							