

# Program Change Request

## New Proposal

Date Submitted: 02/06/25 3:20 pm

Viewing: : **Sustainability Education and Climate Justice, GCRT (on campus & online)**

Last edit: 03/26/25 1:07 pm

Changes proposed by: Lori Fuller

### In Workflow

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

### Approval Path

- 1. 01/08/25 10:14 am  
Donna Butler (dbutler): Approved for U Program Review
- 2. 01/26/25 9:16 am  
Jon Hale (jonhale2): Approved for 1760-EPOL Committee Chair
- 3. 01/27/25 9:43 am  
Laura Ketchum (ketchum): Rollback to Initiator
- 4. 02/06/25 1:53 pm

- Donna Butler  
(dbutler): Rollback  
to Initiator
5. 02/06/25 3:27 pm  
Donna Butler  
(dbutler): Approved  
for U Program  
Review
6. 02/06/25 3:30 pm  
Jon Hale (jonhale2):  
Approved for 1760-  
EPOL Committee  
Chair
7. 02/06/25 3:43 pm  
Laura Ketchum  
(ketchum):  
Approved for 1760-  
EPOL Head
8. 02/13/25 1:14 pm  
Kary Zarate  
(kzarat2): Approved  
for KN Committee  
Chair
9. 02/13/25 2:35 pm  
Karla Moller  
(kjmoller):  
Approved for KN  
Dean
10. 02/13/25 3:09 pm  
Tom Teper (tteper):  
Approved for  
University Librarian
11. 03/12/25 3:37 pm  
Allison McKinney  
(agrindly): Approved  
for Grad\_College
12. 03/12/25 3:55 pm  
Suzanne Lee  
(suzannel):  
Approved for COTE  
Programs
13. 03/13/25 9:07 am

Brooke Newell  
(bsnewell):  
Approved for  
Provost

## Proposal Type

Proposal Type: Major (ex. Special Education)

## Administration Details

Official Program Name	Sustainability Education and Climate Justice, GCRT (on campus & online)	
Diploma Title	Graduate Certificate in Sustainability Education and Climate Justice	
Sponsor College	Education	
Sponsor Department	Education Policy, Organization and Leadership	
Sponsor Name	Jon Hale	
Sponsor Email	jonhale2@illinois.edu	
College Contact	Lori Fuller	College Contact Email
	harvey1@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	acbrown1@illinois.edu	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Jon Hale (jonhale2@illinois.edu) will be making edits.

Does this program have inter-departmental administration?

No

## Effective Catalog Term

Effective Catalog Term: Fall 2025

## Proposal Title

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

Establish the Graduate Certificate in Sustainability Education and Climate Justice in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

## Program Justification

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

Climate change impacts all facets of daily life and is a human rights concern. The need for SE at all educational levels and across the lifespan is evident in global policy documents such as the 2030 Agenda for Sustainable Development. Guidance for U.S. federal departments and agencies has recently been issued advocating for the inclusion of Indigenous Knowledge in policy, decision-making and research. We are experiencing the impacts of climate change, especially the most vulnerable amongst us. Enacting solutions and improving public climate literacy has never been more urgent. This new initiative meets the current moment by offering coursework and a certificate that is attractive to both current and future Illini, while supporting the university's commitments to social justice and climate action.

More than 150 sustainability-related courses are offered at UIUC each semester across all colleges, which indicates that issues of sustainability are important to our campus community. The breadth of offered courses teach principles of sustainability within the context of their domain-specific field and do advance the university's sustainability goals by preparing students for their futures as practitioners, policy makers, and researchers. However, just 2 of these courses, one of which is part of this proposed certificate, explicitly mention "justice" in their name or description. Missing from this landscape of sustainability offerings are efforts aimed at broadly improving public climate literacy and climate education, an activity necessary for future generations. Currently, the only sustainability graduate-level certificates offered on campus are for engineering students or those pursuing an MBA. This is aligned with the Standard Occupational Codes (SOC) 13.0901 and 25-1081.00.

## Instructional Resources

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

No

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

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

## Program Features

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Academic Level

Graduate

Does this major            No  
have transcribed  
concentrations?

What is the longest/maximum time to completion of this program?  
32 weeks

What are the minimum Total Credit Hours required for this program?  
12

What is the            3.0  
required GPA?

CIP Code            130901 - Social and Philosophical Foundations  
of Education.

Is this program part of an ISBE approved licensure program?  
No

Will specialized accreditation be sought for this program?  
  
No

Describe the institution's plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

N/A

If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

N/A

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?  
  
No

## Program of Study

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Attach Program of Study related    [EPOL 513 Approval.pdf](#)  
information here.                    [EPOL 514 Approval.pdf](#)

## Catalog Page Text - Overview Tab

The Sustainability Education (SE) Certificate is for students and professionals who want to contribute to education-based solutions to global climate change, in formal and nonformal schooling, as well as in non-profit sectors and Non-Government Organizations. Courses will be delivered in a hybrid format to meet the needs of students. SE is increasingly seen as a necessary approach to engage the wider public about the complex causes of anthropogenic climate change that affect people at multiple scales across the globe. With commitments to multiple perspectives, equity and inclusion, and strong traditions in the Global South and Indigenous history, SE addresses the ways that the environment and climate change intersect with justice, poverty, and inequality, with a focus on educating diverse audiences across the lifespan. Unlike other sustainability or general environmental education programs, SE focuses on the social and political impacts of climate change on people and society, specifically through schools and nonformal educational spaces, and the pedagogical tools that address climate change with both hope and urgency.

To learn more about applying to this program please refer to this resource page: [https://education.illinois.edu/programs/grad/how-to-apply/graduate-certificate-\(cert\)-applicant-information](https://education.illinois.edu/programs/grad/how-to-apply/graduate-certificate-(cert)-applicant-information).

Credential name on transcript: Sustainability Education and Climate Justice

This graduate certificate will be awarded at the end of the traditional semester following the campus graduate degree conferral schedule.

Statement for  
Programs of Study  
Catalog

### Graduation Requirements

Minimum hours required for certificate completion: 12 hours

Minimum Cumulative GPA: 3.0

#### Required Core Courses: 8 hours

At this time these certificate courses do not satisfy degree requirements for any graduate programs.

Required Courses		8
<a href="#"><u>EPOL 421</u></a>	Education for Global Environmental Sustainability	
<a href="#"><u>EPOL 504</u></a>	Foundations of Sustainability Education	
Core Electives: Choose at least one course from the following:		4
<a href="#"><u>EPOL 512</u></a>	Indigenous Knowledges and Education	
<a href="#"><u>EPOL 513</u></a>	Teaching Methods in Sustainability Education and Climate Justice	
<a href="#"><u>EPOL 514</u></a>	Community-Based Methods in Sustainability Education and Climate Justice	

Corresponding  
Degree

GCRT Graduate Certificate

## Program Regulation and Assessment

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### Plan to Assess and Improve Student Learning

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

#### Student Learning Outcomes

- 1) Students will be able to develop a theoretical and practical understanding of the social, political, cultural and economic factors of global climate change and define Sustainability Education, including its evolution and future challenges, in addressing the climate crisis
- 2) Students will examine Sustainability Education as an analytical and pedagogical strategy to enhance climate and environmental initiatives in formal education institutions and community-based programs
- 3) Students will be able to demonstrate the impact of climate change on various social, ecological and geographical environments and connect climate solutions to formal and informal education institutions within these environments.
- 4) Students will also be able to develop an understanding of the evolution of climate and sustainability policy and local, state and federal sustainability environmental practices in contexts including, but not limited to, non-profit organizations, PK-12 schools, and higher education institutions.
- 5) Students will be able to develop a Sustainability Education plan that connects to local, state, and federal policy initiatives related to climate and environmental policy that aims to address the climate crisis.
- 6) Students will be engaged in practical experiences in a school or community-based program that prepares them for leadership, administrative and supervisory positions in elementary and secondary education, non-profit and private business sectors with aims to address the climate crisis.

Describe how, when, and where these learning outcomes will be assessed.



Describe here:

1) Learning Objective One will be assessed through literature reviews and short research (3500-4000 word) essays that synthesize foundational literature in the field of Sustainability Education as a cumulative writing project in EPOL 421, 504, 512, 513.

Learning Objective Assessed: Students will be able to develop a theoretical and practical understanding of the social, political, and economic issues that define Sustainability Education and its development and future challenges in addressing the climate crisis

2) Learning Objective Two will be assessed through short research-based prompts, white papers, and policy briefs (1000 words/each) that identify and demonstrate deep understanding of analytical and pedagogical strategies utilized in Sustainability Education as formative writing project in EPOL 421, 504, 512, 524.

Learning Objective Assessed: Students will examine Sustainability Education as an analytical and pedagogical strategy to enhance climate and environmental initiatives in formal education institutions and community-based programs

3) Learning Objective Three will be assessed through short research-based prompts, white papers, and policy briefs (1000 words/each) that demonstrate the impact of climate change on various social and geographical environments and their links to education in formative writing projects for EPOL 421, 504, 512, 524.

Learning Objective Assessed: Students will be able to demonstrate the impact of climate change on various social and geographical environments and connect solutions to the crisis to formal and informal education institutions withing these environments.

4) Learning Objective Four will be assessed through short research-based prompts, white papers, and policy briefs (1000 words/each) that evaluate the evolution of climate and sustainability policy and local, state and federal sustainability environmental practices in contexts in formative writing projects for EPOL 421, 504, 512, 524

Learning Objective Assessed: Students will also be able to develop an understanding of the evolution of climate and sustainability policy and local, state and federal sustainability environmental practices in contexts including, but not limited to, non-profit organizations, PK-12 schools, and higher education institutions.

5) Learning Objective Five will be assessed through the development of a research-based Sustainability Education plan that connects to local, state, and federal policy initiatives in a summative writing assignment in EPOL 513 and 514

Learning Obiective Assessed: Students will be able to develop a Sustainability Education

portfolio that connects to local, state, and federal policy initiatives related to climate and environmental policy that aims to address the climate crisis.

6) Learning Objective Six will be assessed through a formal evaluation completed by a supervisor on location as part of the internships and other practical experiences associated with EPOL 513 and 514

Learning Objective Assessed: Students will complete an internship in a school or community-based program that prepares them for leadership, administrative and supervisory positions in elementary and secondary education, non-profit and private business sectors with aims to address the climate crisis.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Faculty expectations for student achievement will be evaluated through basic measures of "unacceptable," "developing," "meet expectations" and "exceeds expectations." For written responses, students are expected to: engage in Sustainability Education topics, e.g. conservation and environmental justice; demonstrate competence in conducting and analyzing research led by students; and demonstrate an understanding of major overarching concepts in the field, the larger context of these ideas; and how these ideas have changed overtime. Students will be evaluated on their performance in practical experiences based on the following concepts: quality of work; ability to learn; creativity; dependability; and attendance and punctuality. Rubrics that will guide program evaluation and expectations are attached.

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

The core faculty will meet twice a semester during program leadership meetings to review certification students' progress and learning outcomes based on course progress, degree completion, post-graduation job placement, and/or admission to a doctoral degree program. In alignment with EPOL policies, students in the SE Certification program are required to complete an annual self-evaluation. The student's faculty advisor reviews the student's self-evaluation and provides a summary of academic progress. Current and graduates of the program will be asked to complete exit and follow-up surveys about experiences with the program, the extent to which the program was used in finding employment, and/or the extent to which content from the certificate is used in current employment. Ongoing assessment includes evaluating core assignments outlined above to measure the extent to which students meet the certificate's learning outcomes.

Program

[Learning Outcome Rubric \(Essays and Prompts\).docx](#)

Description and

[Internship Rubric.pdf](#)

Requirements

Attach Documents

## Delivery Method

This program is available:

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

Describe the use of this delivery method:

All courses will be hybrid so students can choose to take courses in either modality.

## Admission Requirements

Desired Effective Admissions Term      Fall 2025

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Applicants will have attained a bachelor's degree in a relevant field for education (e.g., Curriculum and Instruction or Educational Policy, Organization and Leadership) or environmental science. They will meet graduate college guidelines for admission (GPA of 3.0 or higher). Their applications will be reviewed by EPOL faculty affiliated with the SECJ concentration for alignment with program learning outcomes and completion of a bachelor's degree in relevant area. Each applicant who is accepted into the program will be assigned an advisor who will observe students in their school placements and who will be kept aware of progress in the coursework. A part-time program coordinator in the College of Education will work with SECJ students to ensure students are on track to complete requirements. Applicants will apply through the Department of Educational Policy, Organization and Leadership regular admissions process for the Ed.M. program or petition to add the concentration if they are already enrolled in an EPOL Ed.M., Ed.D. or Ph.D. program. Their applications will be reviewed by EPOL faculty affiliated with the SECJ certificate for alignment with program learning outcomes and completion of a bachelor's degree in relevant area. Only students who meet the criteria for admission to an Ed.M. program will be admitted.

## Enrollment

Number of Students in Program (estimate)

Year One Estimate	5	5th Year Estimate (or when fully implemented)
20		

Estimated Annual Number of Degrees Awarded

Year One Estimate	2	5th Year Estimate (or when fully implemented)
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What is the  
matriculation term  
for this program?  
Fall

## Budget

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

No

Additional Budget Information One specialized faculty member and one postdoctoral research associate will be hired to teach the methods courses and to coordinate placements and/or internships associated with the methods courses.

Attach File(s) [Budget info.xlsx](#)

## Financial Resources

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How does the unit intend to financially support this proposal?

This proposal is funded through an Investment for Growth Grant and the College of Education provides some matching support for two years (see budget).

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

No

Attach letters of  
support

[Budget info.xlsx](#)

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Graduate Base Rate Tuition

Is this program requesting self-supporting status?

No

What is the specific title of the proposed degree program as it would be listed in the IBHE Program Inventory? The name should be what typically is used for similar programs nationally. Provide a short description of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates.

Sustainability Education and Climate Justice. The Sustainability Education (SE) Certificate is for students and professionals who want to contribute to education-based solutions to global climate change, in formal and nonformal schooling, as well as in non-profit sectors and Non-Government Organizations. SE is increasingly seen as a necessary approach to engage the wider public about the complex causes of anthropogenic climate change that affect people at multiple scales across the globe. With commitments to multiple perspectives, equity and inclusion, and strong traditions in the Global South and Indigenous history, SE addresses the ways that the environment and climate change intersect with justice, poverty, and inequality, with a focus on educating diverse audiences across the lifespan.

## Institutional Context

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### University of Illinois at Urbana-Champaign

**Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.**

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

Though there are some sustainability or general environmental education programs across campus, the Sustainability Education and Climate Justice program specifically focuses on the social and political impacts of climate change on people and society by providing training to work in PK-12 schools, colleges and universities, and non-formal educational spaces in the nonprofit and private sector. This program builds tools, skillsets, and foundational knowledge in pedagogy, curriculum, and education policy.

### University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

The Sustainability Education and Climate Justice certificate directly aligns with the university's strategic sustainability plan for achieving carbon neutrality, or net-zero greenhouse gas (GHG) emissions, by 2050, as outlined in the Illinois Climate Action Plan (iCAP). By providing a certificate in education that directly addresses climate change and environmental sustainability, this program aligns with the university's objectives to develop education on the topic, which is one of the iCAP's eight major goals.

Discuss projected future employment and/or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at <http://lmi.ides.state.il.us/> and/or the U.S. Bureau for Labor Statistics at <http://www.bls.gov/>).

The Sustainability Education and Climate Justice program provides the education to work in PK-12 schools, colleges and universities, and non-formal educational spaces in the nonprofit and private sector as educators. This program builds tools, skillsets, and foundational knowledge in pedagogy, curriculum, and education policy. building partnerships between UIUC, tribal organizations, and non-profit environment organizations based in the Global South. This program is funded by an Investment for Growth award, which outlined projections for a strong return on investment starting in Year 3 with revenue reaching \$87,000, and \$2,240,000 in year 10 where we expect the program to be stabilized in terms of enrollment.

What resources will be provided to assist students with job placement?

Students in the Sustainability Education and Climate Justice will have access to the same resources provided to assist with job placement that the College of Education and larger university offer. Additionally, core faculty in SECJ will provide mentorship through workshops, and individual meetings that focus on developing their CV and interview preparation. Additionally, we will connect students to networks cultivated with non-profit and industry partners as well as job opportunities through national associations in the field to ensure they have the tools, skillset and support necessary to succeed in their career pathways.

If letters of support  
are available attach  
them here:

### Comparable Programs in Illinois

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Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them. Provide complete responses, do not reference website links.

In addition to majors with "sustainability" at UIUC, there is an Environmental health and Sustainability Program and Environmental Systems Science and Sustainability at Illinois State and a School of Environmental Sustainability at Loyola. Though the name "sustainability" is shared, the Sustainability Education and Climate Justice program proposed here specifically focuses on the social and political impacts of climate change on people and society by providing training to work in PK-12 schools, colleges and universities, and non-formal educational spaces in the nonprofit and private sector. This program builds tools, skillsets, and foundational knowledge in pedagogy, curriculum, and education policy.

## **A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth**

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IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6). Illinois Administrative Code:

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois Respond to the following questions about how the proposed program will support the three goals of A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan.

### **Equity**

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Describe institutional-level plans to close equity gaps in access, progression, completion, and attainment and the implications for the proposed program. More specifically, provide institutional-level plans for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, transfer and low-income students and implications for the proposed program. Explain how progress will be monitored.

NA due to courses and CIP use in 13.0901

Describe program and institution-based high-impact practices and wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

NA due to courses and CIP use in 13.0901

Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

NA due to courses and CIP use in 13.0901

### **Sustainability**

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Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

NA due to courses and CIP use in 13.0901

Provide tuition cost analysis for comparable programs and institutions in Illinois.

NA due to courses and CIP use in 13.0901

### **Growth**

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Provide a supply and demand analysis for the proposed program that, at minimum, does the following: a) Provides evidence of student interest in the proposed program including any strategies to incentivize students to stay in Illinois. b) Identifies and provides evidence of a high-quality credential with viability for future careers.

NA due to courses and CIP use in 13.0901

Explain how the program engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

NA due to courses and CIP use in 13.0901

Describe how the proposed program will expand access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

NA due to courses and CIP use in 13.0901

Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future.

NA due to courses and CIP use in 13.0901

Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

NA due to courses and CIP use in 13.0901

A Thriving Illinois:  
Higher Education  
Paths to Equity,  
Sustainability, and  
Growth - Attach  
Documents

## Program Description and Requirements

Illinois Administrative Code:

*1050.30(b)(1) A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.*

*1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.*

*1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.*

## Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short ("catalog") descriptions of each one. (This list should identify all courses newly developed for the program).



Provide Program Description here:

The Sustainability Education (SE) Certificate is for students and professional who want to contribute to education-based solutions to global climate change, in formal and nonformal schooling, as well as in non-profit sectors and Non-Government Organizations. SE is increasingly seen as a necessary approach to engage the wider public about the complex causes of anthropogenic climate change that affect people at multiple scales across the globe. With commitments to multiple perspectives, equity and inclusion, and strong traditions in the Global South and Indigenous history, SE addresses the ways that the environment and climate change intersect with justice, poverty, and inequality, with a focus on educating diverse audiences across the lifespan. Unlike other sustainability or general environmental education programs, SE focuses on the social and political impacts of climate change on people and society, specifically through schools and nonformal educational spaces, and the pedagogical tools that address climate change with both hope and urgency. Courses will be delivered in a hybrid format.

Required Core Courses: 8 hours

#### EPOL 421 Education for Global Environmental Sustainability

Serves as an introduction to the field of Sustainability Education as an opportunity to promote social and environmental justice and "sustainability" in a globalized world. The course will cover a foundational understanding of the history, theoretical underpinnings, pedagogical approaches, and the practice of sustainability education, and related fields such as Education for Sustainable Development (ESD) and Environmental Education (EE), in terms of how they are conceptualized and implemented around the world. State and federal documents will be examined, as will global policy documents including UNESCO's Education for Sustainable Development: A Roadmap, to better understand the purpose, design, and content of these fields and their impact on people, place, and planet. Meant to prompt curiosity and critical questioning about learning and instruction in formal and informal spaces. We will explore current definitions of sustainability, the role education plays in advancing a sustainable future, and how connections to place can promote stronger systems of education and justice. The course is organized thematically around topics such as the Rationale for Sustainability Education, Theories and Practices of Sustainability Education, Current Global and Local Policy Frameworks, and issues in Sustainability Education and Climate and Social Justice.

#### EPOL 504 Foundations of Sustainability Education

Students will examine environmental history from the nineteenth century through sustainability education in the twenty-first century. This course examines approaches to environmental history including nature study, conservation education, outdoor education, and place-based education. This course also examines how this history informs contemporary notions of sustainability education, the Anthropocene, and its intersections with environmental justice.

Core Electives. Choose at least one course from: 4–8 hours

#### EPOL 512 Indigenous Ways of Knowing

Students will examine Indigenous epistemologies to provide students with Indigenous-led movements of relationality, revitalization, reclamation, and resistance within educational contexts. Key concepts are the study of Indigenous Knowledges primarily in the context of the United States with global connections to sovereignty, sacred sites, traditional ecological knowledge, gender relations and justice. This course situates Indigenous knowledge systems within connection to place and the settler colonization project.

#### EPOL 524 Education and Human Rights

Introduces students to varieties of definitions of citizenship - ranging from nation-specific practices and obligations to human rights-based global citizenship - and their relationship to globalized education and public problem solving. Readings include canonical texts on political organization and responsibilities as well as contemporary theories discussing transnational, global, and cosmopolitan citizenship. Also covers the challenges and promises of diversity, statelessness and non-citizenship participation, particularly in educational concerns but also more broadly.

#### EPOL 513 Teaching Methods in Sustainability Education and Climate Justice

Examines how to teach in the growing field of Sustainability Education with an emphasis on Climate Justice. This course is designed for pre- and in- service teachers who wish to incorporate the environment as both curriculum and the physical context of instruction. The material and experiences generated in this course equips pre- and in-service teachers with strategies to integrate environmental education into PreK-12 curricula, emphasizing both content and context for sustainable teaching practices and content.

#### EPOL 514 Community-Based Methods in Sustainability Education and Climate Justice

Equipping students and advocates with the skills they need to reach the wider public, this course provides the background needed to engage with Sustainability Education and Climate Justice in informal settings such as nature preserves, museums, and non-profits/NGOs. This course delves into outdoor and experiential learning pedagogies while providing practical teaching experience. The course is grounded in current research and best practices for the field of teaching development in environmental, sustainability, and climate change education.

Attach Program

Description Files if  
needed

### **Graduation Requirements**

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Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

This program is designed as a certificate, which requires a minimum of 12 hours to graduate.

These three courses are selected from the list of core and elective options. Successful completion requires a passing grade in each class.

## Plan to Evaluate and Improve the Program

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Describe the program's evaluation plan.

The core faculty will meet twice a semester during program leadership meetings to review certification students' progress and learning outcomes based on course progress, degree completion, post-graduation job placement, and/or admission to a doctoral degree program. In alignment with EPOL policies, students in the SE Certification program are required to complete an annual self-evaluation. The student's faculty advisor reviews the student's self-evaluation and provides a summary of academic progress. Current and graduates of the program will be asked to complete exit and follow-up surveys about experiences with the program, the extent to which the program was used in finding employment, and/or the extent to which content from the certificate is used in current employment. Ongoing assessment includes evaluating core assignments outlined above to measure the extent to which students meet the certificate's learning outcomes.

Plan to Evaluate  
and Improve the  
Program  
Attachments

## Budget Narrative

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### Fiscal and Personnel Resources

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*Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.*

Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

The budget assumes that tuition earning instruction will begin in FA25 for the certificate of specialization for existing degree-seeking graduate students (12 credit hours), and in FA25 for the certificate program (16 credit hours). Year 1 is expected to be at the current rate of \$500/credit hour rate. Beginning in Year 6, we anticipate a master's degree program will be in place which will increase the revenue generation from this initiative. This program will result in a strong return on investment starting in Year 4 with revenue reaching \$87,000, and \$2,240,000 in year 10 where we expect the program to be stabilized in terms of enrollment.

## Faculty Resources

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Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

The SE CERT will be incorporated into the in-load teaching of Drs. Jennifer Johnson, Samantha Lindgren, and Jon Hale. Dr. Lindgren is already teaching EPOL 421 and EPOL 524, so this is already accounted for in her regular teaching schedule. Drs. Johnson and Hale will offer EPOL 504 and 512, respectively, once each academic year, at the most. A postdoctoral fellow will teach the methods courses, EPOL 513 and 514, and coordinate placements and/or internships associated with the methods courses.

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

The SE CERT will be incorporated into the in-load teaching of Drs. Jennifer Johnson, Samantha Lindgren, and Jon Hale. Dr. Lindgren is already teaching EPOL 421 and EPOL 524, so this is already accounted for in her regular teaching schedule. Drs. Johnson and Hale will offer EPOL 504 and 512, respectively, once each academic year, at the most. A postdoctoral fellow will teach the methods courses, EPOL 513 and 514.

Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

One specialized faculty member and one postdoctoral research associate will be hired to teach the methods courses and to coordinate placements and/or internships associated with the methods courses.

Are the unit's current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

The current facilities are adequate. There is no need for facility renovation or new construction.

## Library Resources

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

The proposal was shared with the Library’s Education subject specialist, and per email follow-up she indicated that the Library already acquires material for sustainability education, including online book and journal titles such as Developing (Transformative) Environmental and Sustainability Education in Classroom Practice, 2022; Pedagogy of Hope for Global Social Justice: Sustainable Futures for People and the Planet, 2023; and Journal of Education for Sustainable Development. The current proposal has no impact on library resources and services. If the program expands beyond the anticipated 5 year growth, the need for Library resources should be revisited with Library personnel.

Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program’s faculty, students, and staff.

The proposal was shared with the Library’s Education subject specialist, and per email follow-up she indicated that the Library already acquires material for sustainability education, including online book and journal titles such as Developing (Transformative) Environmental and Sustainability Education in Classroom Practice, 2022; Pedagogy of Hope for Global Social Justice: Sustainable Futures for People and the Planet, 2023; and Journal of Education for Sustainable Development. The current proposal has no impact on library resources and services. If the program expands beyond the anticipated 5 year growth, the need for Library resources should be revisited with Library personnel.

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

This is based on an Investment for Growth grant.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

The program does not plan to offer any tuition waivers.

Budget Narrative      [Budget info.xlsx](#)  
Fiscal and  
Personnel  
Resources  
Attachments

**Personnel Budget**

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Category	Year One	Year Five	Notes
Faculty (FTE)			
	Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
	N/A	N/A	N/A

Faculty (\$)

Faculty Year 1	Faculty Year 5	Faculty Notes
N/A	N/A	N/A

Advising Staff (\$)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
N/A	N/A	N/A

Graduate Students

(\$)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
N/A	N/A	N/A

Other Personnel

Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
N/A	N/A	N/A

Budget Narrative

Attachments

Facilities and Equipment

*Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;*

*B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;*

*C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.*

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

The program will utilize the classrooms available in the College of Education. Students can draw from library resources, which include resources for sustainability education, including online book and journal titles such as Developing (Transformative) Environmental and Sustainability Education in Classroom Practice, 2022; Pedagogy of Hope for Global Social Justice: Sustainable Futures for People and the Planet, 2023; and Journal of Education for Sustainable Development.

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Will the program need additional technology beyond what is currently available for the unit?

No

Are there other costs associated with implementing the program?

No

Facilities and  
Equipment  
Attachments

### Faculty and Staff

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*Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

Our plan is to use both current faculty as well as new hires to develop courses and instruct courses in this online graduate certificate. We will also include adjunct faculty with current real-life experience for some courses and as guest lecturers. All faculty will work closely with the program leadership but report directly to the department head. Program leadership will be integrally involved in faculty evaluations and reward structure.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

Dr. Sam Lindgren is an established leader in the field of Sustainability Education. Dr. Lindgren's work focuses on youth-oriented Sustainability Education, including Environmental Education and Education for Sustainable Development, and its impact on decision-making in the home, both in the United States and abroad. Her work is situated in topics of household energy and sustainable agriculture. She examines youth and their ability to affect change in their homes and communities through purposeful sustainability education programming in formal and informal settings. Internationally, her work is focused on the introduction of efficient cookstoves and sustainable agriculture practices in resource-limited settings and the role that education and youth play in strengthening community resilience. Domestically, she examines environmental education programming that addresses access and equity, as a way to connect youth and their households to their local environments. Dr. Lindgren is affiliated faculty in the department of Agriculture and Biological Engineering and the Technology Entrepreneurship Center in the Grainger College of Engineering, as well as the Women and Gender in Global Perspectives program.

Dr. Jon Hale is a professor of education and educational history at the University of Illinois Urbana-Champaign. His research focuses on the history of student activism and the intersection of race and educational policy. Dr. Hale's research explores the history of student and teacher activism, grassroots educational programs, and segregated high schools during the civil rights movement. He explores this in five authored and co-edited books, including his award-winning book, *The Freedom Schools: A History of Student Activists on the Frontlines of the Mississippi Civil Rights Movement* and his most recent books, *The Choice We Face: How Segregation, Race, and Power Have Shaped America's Most Controversial Education Reform Movement* (Beacon Press, 2021) and *"A New Kind of Youth": The Politics of Historically Black High Schools and Student Activism During the Long Southern Freedom Struggle, 1920-1975* (University of North Carolina Press, 2022). Hale's research has also been featured in outlets including C-SPAN, The Atlantic, The American Scholar, The New Yorker, the Chicago Tribune, CNN, and The Washington Post. Dr. Hale's service to the wider community is connected broadly to justice-centered initiatives including the Children's Defense Fund Freedom Schools

Dr. Jennifer Johnson's research interests include the history of education in Indigenous communities, Indigenous language revitalization and Indigenous knowledge systems. She is a citizen of the Seminole Nation and a descendant of the Sac and Fox Nation, and prior to my graduate work was an elementary school teacher on Tribal reservations in Arizona and Florida. She was also a cofounder of Pumvhaqv Immersion School, a language learning school for early childhood through college students within the Seminole Nation.

Faculty and Staff

Attachments



## HLC Section

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### Credit Hours

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Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	8 66	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0 0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	4 33	Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	12 100	Percent of Total:

### New Faculty Required

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

Yes

Please explain new needs, indicating whether the institution will need to hire new faculty members for this program in order to secure appropriately credentialed people or to have enough faculty members to appropriately support the program.

One specialized faculty member and one postdoctoral research associate will be hired to teach the methods courses and to coordinate placements and/or internships associated with the methods courses. They are necessary for the growth of the program, as stipulated in the Investment for Growth Grant.

### Additional Funds

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

No

### Institutional Funding

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Please explain institutional funding for proposed program:

Drs. Lindgren, Hale, and Johnson are already hired and will be teaching in the program. One specialized faculty member and one postdoctoral research associate will be hired to teach the methods courses and to coordinate placements and/or internships associated with the methods courses. They are necessary for the growth of the program, as stipulated in the Investment for Growth Grant.

EP Documentation

EP Control Number     EP.25.078

Attach Rollback/  
Approval Notices

Non-EP Documentation

U Program Review  
Comments

Rollback  
Documentation and  
Attachment

DMI Documentation

Attach Final  
Approval Notices  
  
Banner/Codebook  
Name

Program Code:

Minor	Conc	Degree	
Code	Code	Code	Major Code

Senate Approval  
Date

Senate Conference  
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer     **Donna Butler (dbutler) (01/08/25 10:13 am):** Reference to a specific tuition rate dollar amount  
Comments     was removed since subject to annual BOT approval. Graduate Base Online Tuition rate  
terminology was used instead.

**Laura Ketchum (ketchum) (01/27/25 9:43 am):** Rollback: Please see the email I sent on Jan 27th regarding suggested changes.

**Donna Butler (dbutler) (02/06/25 1:53 pm):** Rollback: Since EPOL 513 and EPOL 514 are fully approved courses now, please add them to your POS instead of being asterisk at the bottom.  
Thank you