

## Brothers, Sheila C

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**From:** Schroeder, Margaret [m.mohr@uky.edu]  
**Sent:** Wednesday, October 29, 2014 10:19 AM  
**To:** Brothers, Sheila C  
**Subject:** Graduate Certificate in Inclusive Education  
**Attachments:** Proposal of Grad Certificate in Inclusive Education (3).docx

### Graduate certificate in Inclusive Education

This is a recommendation that the University Senate approve the establishment of a new graduate certificate: Inclusive Education, in the Department of Early Childhood, Special Education, and Rehabilitation Counseling within the College of Education.

Hi Sheila-

The SAPC met Monday and passed the Graduate Certificate in Inclusive Education unanimously. Please find the updated version of the proposal attached here.

Please let me know if you need anything else.

Best-  
Margaret

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# **Graduate Certificate in Inclusive Education**

## ***(CIP Code: 13.1001, Special Education)***

### **1. Introduction**

The Department of Early Childhood, Special Education, and Rehabilitation Counseling (EDSRC) at the University of Kentucky proposes a five-course (15-hour) program in Inclusive Education. The program includes existing courses and is designed to be taken by non-special education majors. The program responds to the critical and growing need for general education teachers to have adequate support in serving the students with disabilities in their classrooms.

#### ***1.1 Need***

Teachers and leaders in US schools continually report a need for more support in the inclusion of students with disabilities. Although most general education teachers do receive some coursework in the area of disability or special education, many new teachers report a need for additional competencies to successfully include and teach students with disabilities in their classrooms.

Unlike US schools, most international schools do not have the special education staff to fully support effective inclusive education. With on average fewer than six hours of disability-related coursework in their personnel preparation programs, most general educators are not adequately prepared to be confident and competent in effectively including students with disabilities in their classrooms. Support in the area of inclusive education is sorely needed in international schools.

Because of this focus on inclusion in the US and abroad, there is a clear opportunity to market a program to general education teachers in the area of inclusion. Although there are universities that offer coursework in special education at a distance to international schools, there is a need for a ***cohesive program of courses*** with a ***solid reputation for quality special education preparation*** that can be ***offered and administered on a global scale***.

#### **1.1a Outcome**

The projected outcome of this program is that general educators who participate will have a cohesive program that leads to competencies in including students with disabilities in their classrooms. Specifically, general education teachers will understand the implications of a variety of disabilities on the educational experience, have beginning strategies they can use in their classrooms to provide intervention and support, and have the skills needed to team with specialists to deliver high-quality differentiated education to students with disabilities. The outcome for students with disabilities is the ability to be included in general education classes with the greatest access to the general curriculum possible.

## **1.2 Content**

The purpose of this graduate-level program is to prepare general educators, educational leaders, and other school personnel (e.g., counselors) with the competencies needed to team with specialists to design and deliver effective accommodations, modifications, and interventions within general education settings. The University of Kentucky is nationally recognized for its work in special education, its faculty are leading scholars, and its EDSRC department offers a fitting and capable academic home that is committed to this program. In order to maximize the reach of this program, the coursework will be delivered via distance learning and hybrid formats. The five, existing program courses include EDS 600, EDS/IEC 546, EDS 547, EDS 516, and EDS/IEC 522. Additionally, the culminating experience for this program will include a service-learning component in which teams of teachers deliver support to other educators on inclusive practices.

## **2. Details**

### ***2.1 Admission Requirements***

A pre-requisite to admission to the Inclusive Education certificate program is admission to the University of Kentucky Graduate School. This requires evidence of an awarded baccalaureate degree from an accredited institution of higher learning. In addition to full admission to any existing graduate program, Graduate School admission status may be post-baccalaureate or non-degree.

### ***2.2 Faculty***

The coursework includes existing courses taught by the EDSRC faculty. In addition to the current rotation of courses, EDSRC plans to partner with colleagues abroad to offer portions of coursework on site or in hybrid formats for international schools.

### ***2.3 Administration***

The certificate will be administered by the Department of Early Childhood, Special Education, and Rehabilitation Counseling (EDSRC). The faculty of record will be Lee Ann Jung. Jennifer Grisham-Brown, Melinda Ault, Amy Spriggs, and Alan Allday will also teach coursework for the program. Other EDSRC faculty may have the option to teach certificate courses. Decisions related to the certificate will be made based on a majority vote made by the EDSRC faculty. Certificate check sheets will be approved by Lee Ann Jung.

### ***2.4 Division of Labor***

Courses will be taught by the respective faculty as part of the distribution of effort in teaching. Special offerings of the courses may be offered for schools abroad during summer or winter intersession at the faculty members' discretion.

### ***2.5 Resources***

The certificate in Inclusive Education will not require additional resources.

## ***2.6 Program Design***

The program is designed to be flexible, with students' being able to enter during any course. Taking one course per semester, the students will complete the program in approximately 18 months.

The following includes the university description of each course, a rationale for including each in the program:

### ***Courses:***

#### **EDS 600 Survey of Special Education**

***Description:*** A survey of current status of the field of special education. Emphasis is on analysis of the major research literature pertaining to exceptional children and their education.

***Rationale:*** This introductory course is a necessary foundation for all coursework on disability.

#### **EDS 547 Collaboration and Inclusion in School and Community Settings**

***Description:*** This course will focus on inclusion of students with moderate to severe disabilities in all aspects of school and community life, with special consideration given to the individual student planning variables that must be addressed in meeting the needs of each school-age student and for preparing students to function as fully and independently in their communities as possible. The course is designed to meet the needs of those pursuing certification in Moderate and Severe Disabilities and pursuing degrees in Elementary and Secondary Education, Vocational Rehabilitation, School Psychology, Social Work, Physical Therapy, Communication Disorders, and related disciplines.

***Rationale:*** This course, designed for general education teachers, builds upon the information on disability that students learn in EDS 600 and provides participants with the basic methods of effectively including students with disabilities in general education classrooms.

#### **EDS 546 or IEC 546 Transdisciplinary Services**

***Description:*** This course will focus on issues related to teaming across multiple disciplines to serve students with disabilities. Professionals will discuss pertinent information related to planning for this population of students, particularly in the areas of communication, physical management, health, sensory input, and vitality. Students will utilize information obtained to plan for a student with multiple

disabilities. Strategies presented for planning will include transdisciplinary assessment, person centered planning, and activity-based instruction.

***Rationale:*** This course provides participants with the skills needed to work together as a team across multiple disciplines (e.g., general education teacher, special education teacher, speech and language pathologist) to design accommodations, modifications, and intervention strategies that fit the needs of the student and the unique design of the student's general education classroom. General education teachers will gain the skills of implementing specially-designed interventions in the context of their everyday classroom routines.

### **EDS 516 Principles of Behavior Management and Instruction**

***Description:*** Basic principles of applied behavior analysis and modification, which employ social learning theory and operant conditioning models, are taught. Emphasis is placed on designing individualized learning environments, selecting and implementing behavior management strategies, writing behavior objectives, and performing task analyses.

***Rationale:*** This course provides the foundations of using behavioral principles in the general education classroom. The skills learned in this class are evidence-based methods for supporting both academic and behavioral interventions for all students. Although all students in a class can benefit from well-designed interventions that are informed by behavioral principles, this course provides the most fundamental methods of intervening in ways that lead to positive outcomes for students who have disabilities.

### **EDS 522 or IEC 522 Children and Families**

***Description:*** The purpose of this course is to provide students with information related to working with children with and without disabilities and their families. This course will focus both on presenting new information and providing opportunities for students to practice skills necessary for working with families.

***Rationale:*** This course provides teachers with skills in teaming with families. Teachers learn to design high-quality IEPs and intervention plans with families and to consult with families to implement intervention in everyday routines and settings.

### **Culminating Service Learning Project**

Upon completion of the coursework, scholars in the program will work in teams to implement a culminating service learning project. Specifically, teams will take the competencies they gained in the Inclusive Education program and design and deliver support to a local school to improve their inclusive efforts.

## 2.7 Assessment

Program assessment will be conducted by the program faculty for the certificate. Program faculty will meet at least four times per year to review the data collected and make decisions on program improvement. We will collect data on student recruitment, enrollment, and retention in the program, student satisfaction, student performance, and outcomes on inclusion in schools where students teach. If the program is not meeting a target, the program faculty will use the data to make systematic program improvements. The following is an outline of the program assessment plan:

	<b>Measure</b>	<b>Data Source</b>	<b>Target</b>
<b>Recruitment</b>	Number of recruitment activities	Recruitment Log	At least 3 recruitment events at major conferences per year.
<b>Enrollment</b>	Number of students enrolled in the certificate program	Graduate School Database	At least 10 new students recruited each year.
<b>Retention</b>	Percentage of students retained in the program	Graduate School Database	At least 90% of enrolled students retained to completion.
<b>Student Satisfaction</b>	Student evaluation of courses	College of Education Course Evaluations	Students rate items for courses in the program on average as at least 3.0 out of 4.0 on course evaluations.
<b>Student Performance</b>	Student grades	UK Transcripts/APEX	Students maintain at least a 3.0 cumulative GPA in the program.
	Student samples of work	COE Student Portfolio	Program faculty review of student portfolios are scored at least 3 (out of 4), indicating students mastered the learning targets for the courses.
<b>Inclusion Outcomes</b>	Improvement of inclusion within schools	School Questionnaire	Schools where students teach (when applicable) indicate that as a result of the program inclusion efforts have improved. Examples of improvement include a) increased number of students with disabilities enrolled or retained in the school, b) a greater extent of inclusive services offered by the school, c) changes in policy or school materials that support inclusive education, or d) qualitative data from the school on teacher competence or confidence including students with disabilities.

### 3.0 Course Outline

See attached course syllabi:

EDS 600

EDS or IEC 546

EDS 547

EDS 516

EDS or IEC 522

### 3.1 Certificate Associates

Faculty Member	Department	Responsibilities
Dr. Lee Ann Jung	EDSRC	Direct the Program; Enter SACS data for the program; teach coursework; convene advisory board meetings
Dr. Jennifer Grisham-Brown	EDSRC	Teach coursework; participate in advisory board
Dr. Alan Allday	EDSRC	Teach coursework; participate in advisory board
Dr. Melinda Ault	EDSRC	Teach coursework; participate in advisory board
Dr. Amy Spriggs	EDSRC	Teach coursework; participate in advisory board

The certificate in inclusive education will not require additional resources. In the event that a school abroad wants a course to be offered on site, faculty will either travel to the location, or we will identify an appropriate adjunct faculty member. In the event, a faculty member is unable to teach a course and/or participate in the certificate, the advisory board will select a new associate to replace that person on the Certificate.

### 3.2 Potential Impact

This project will prepare teachers to more successfully include students with disabilities in their courses. The potential impact is that students with disabilities will have improved access to the general education curriculum and have improved college and career readiness. For international educators who participate, the program has the potential to impact local schools abroad by improving their inclusive efforts.