

Brothers, Sheila C

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) certificate in Inclusive Education. The certificate includes existing courses and is designed to be taken by non-special education majors. The certificate 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 certificate 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 certificate 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 certificate 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 certificate. In order to maximize the reach of this certificate, the coursework will be delivered via distance learning and hybrid formats. The five, existing certificate courses include EDS 600, EDS/IEC 546, EDS 547, EDS 516, and EDS/IEC 522. Additionally, the culminating experience for this certificate 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 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 of Record

The faculty of record for the certificate is identical to the Special Education (EDS) graduate program faculty. In the event, a faculty member is unable to teach a course and/or participate in the certificate, the certificate graduate program faculty, with approval of EDSRC faculty by a majority vote, will select a new faculty member to replace that person.

Faculty Member	Graduate Faculty Status	Responsibilities
Dr. Lee Ann Jung	Full Graduate Faculty: IEC (primary), EDS (secondary)	Direct the Certificate; Enter SACS data for the certificate; teach coursework; convene certificate graduate program faculty meetings
Dr. Alan Allday	Full Graduate Faculty: EDS	Teach coursework; participate in certificate graduate program faculty meetings/decisions
Dr. Melinda Ault	Part Time Graduate Faculty: EDS	Teach coursework; participate in certificate graduate program faculty meetings
Dr. Amy Spriggs	Part Time Graduate Faculty: EDS	Teach coursework; participate in certificate graduate program faculty meetings/decisions
Robert McKenzie	Full Graduate Faculty: EDS	Participate in certificate graduate program faculty meetings

Margaret Bausch	Full Graduate Faculty: EDS	Participate in certificate graduate program faculty meetings/decisions
Jennifer Grisham-Brown	Full Graduate Faculty; IEC (primary), EDS (secondary)	Teach coursework; participate in certificate graduate program faculty meetings/decisions
Brian Bottge	Full Graduate Faculty: EDS	Participate in certificate graduate program faculty meetings/decisions
Justin Lane	Part Time Graduate Faculty: EDS	Participate in certificate graduate program faculty meetings/decisions
Sarah Flanagan	Part Time Graduate Faculty: EDS	Participate in certificate graduate program faculty meetings/decisions

The certificate in inclusive education will not require additional resources. 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. 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 part-time faculty member.

2.3 Administration

The certificate will be administered by the Special Education (EDS) program in the Department of Early Childhood, Special Education, and Rehabilitation Counseling (EDSRC). The director of the certificate program will be Lee Ann Jung. The certificate graduate program faculty (faculty of record) will include all graduate faculty members within the EDS program. Decisions related to the certificate will be made based on a majority vote made by the certificate graduate program faculty (faculty of record). Certificate check sheets will be approved by Lee Ann Jung.

2.4 Division of Labor

Courses will be taught by EDSRC 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 Curriculum Design

The certificate is designed to be flexible, with students' being able to enter during any semester, ideally with EDS 600. Taking one course per semester, the students will complete the certificate in approximately 18 months.

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

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 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, 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.

2.7 Assessment

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

	Measure	Data Source	Target
Recruitment	Number of recruitment activities	Recruitment Log	At least 3 recruitment events at major conferences per year.
Enrollment	Number of students enrolled in the certificate	Graduate School Database	At least 10 new students recruited each year.
Retention	Percentage of students retained	Graduate School Database	At least 90% of enrolled students retained to completion.

Student Satisfaction	Student evaluation of courses	College of Education Course Evaluations	Students rate items for courses in the certificate on average as at least 3.0 out of 4.0 on course evaluations.
Student Performance	Student grades	UK Transcripts/APEX	Students maintain at least a 3.0 cumulative GPA in the certificate.
	Student samples of work	COE Student Portfolio	Certificate graduate program faculty review of student portfolios are scored at least 3 (out of 4), indicating students mastered the learning targets for the courses.
Inclusion Outcomes	Improvement of inclusion within schools	School Questionnaire	Schools where students teach (when applicable) indicate that as a result of the certificate 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 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 certificate has the potential to impact local schools abroad by improving their inclusive efforts.

EDSRC Faculty Meeting Minutes

November 5, 2013

222 TEB – 12:30 PM

At 12:30 p.m., Dr. Jennifer Grisham-Brown called to order the department's faculty meeting in the absence of Dr. Belva Collins, Chair who was attending the TED Conference.

Faculty present: Ackerman, Allday, Ault, Bottge, Crystal, Feist-Price, Flanagan, Fleming, Grisham-Brown, Harley, Jung, Kleinert, Rogers & Spriggs

Faculty absent: Abner, Beach, Bishop, Bausch, Brostek-Lee, Collins, Hall, McCormick, Sheppard-Jones & McKenzie

Approval of minutes: Spriggs made the motion to accept the minutes from October 1, 2013, Kleinert seconded the motion.

ANNOUNCEMENTS: Dee will be scanning your equipment in your office beginning today.

Program Items:

- I. DGS items – Crystal
 - A. Sandra Vance, was our guest from the Graduate School announcing that thesis and dissertations are now mandatory to be submitted electronically. Paper copies are no longer accepted. The directions are located on the Graduate School website. Although formatting remains the same, the file is saved to PDF format then uploaded to the Graduate School. Student support will be available in the William T. Young Library. There is also an ETD approval form that replaced the DGS signature (see attachment). Vance stated that 3 staff are available to check thesis/dissertation for proper submission within 48 hours. The student will receive an email notifying them if it has been accepted or if any changes need to be made. If not accepted, student will make the corrections and submit the file again electronically in PDF format. Vance also announced that Cleo Price & Jonathan Garrett have scheduled an information workshop on November 14th at 2:00 in the William T. Young Library if you would like to attend. Deadline for submission of thesis/dissertation to receive a December degree is December 1, 2013.
 - B. Faculty discussion on whether or not they want to be listed for thesis and dissertation supervision in summer (pink sheets will be necessary for those who will do this) – Crystal – if you have anyone that will be working on their thesis over the summer months, please let him know so you can be reimbursed for your time. A pink sheet will need to be submitted in order

to add the course. This past summer was the first time payment was made available through Shapiro's office. Grisham-Brown stated that she used hers for travel.

- C. Formatting requirements for theses and dissertations – how can we support our students to do this in a timely fashion without scaring master's students from our programs? (e.g., workshops on graphing/formatting, EDS 634, doc students/staff, task analyses, templates) (*See above – Sandra Vance, today's guest from the Graduate School*).
- II. IEC items – Grisham-Brown stated that an architect had been chosen and a group will meet to discuss how it is going to be set up and include a new partnership with Vision Impairment Preschool in Louisville. We are interested in including all children with/without disabilities. Meeting will be held on November 11, 2013 from 2:00 – 5:00 PM in the Peterson Service Bldg. You are welcome to come and provide your input.
- III. EDS items
 - A. Update on undergraduate redesign – Allday and Spriggs – N/A
 - B. Update on VI program – Lee and Abner – N/A
 - C. Discussion on creation of a minor in Special Ed on “Differentiated Instruction” for other programs (e.g., undergrad secondary certificate programs) – Issue to discuss: This will generate revenue but who will be responsible for admitting and monitoring progress of students for SACS? Which courses should be included Spriggs stated that courses cannot be TEP-restricted courses. Kleinert stated that the 5 courses chosen were excellent and Spriggs stated that EDS 546 would be changing back to working with professionals/lifespans. Ault asked what would this do to our enrollment increase since currently 70 students are in EDS 546? Bottge asked what should our mission be for the Undergraduate Secondary Certificate Program? Grisham-Brown stated to increase student enrollment. Spriggs questioned if we redesign coursework, how do we get more teachers to help and Bottge stated we need to negotiate with the Dean about additional resources.

Jung – Graduate Certificate in Inclusive Education (Draft handout distributed) give your feedback to Collins and Jung. Kleinert stated this was a good idea and a tremendous need. We would be able to see what we are currently generating, then go to the Dean to negotiate. Crystal stated that the Dean will be sending out a college report about the 8 million dollar deficit but will not be broken down by individual departments. The College of Social Work is the only one ahead. Jung asked for a motion to propose the Graduate Certificate in Inclusive

Education as a 15 credit hour in Special Education pending feedback.
Allday seconded the motion, all voted yes.

- D. Participation in IHDI certificate on universal design – Kleinert stated for better accessibility, map kept up-to-date on website and teaching communication skills. A small group which included Collins and Baird and support of 10 additional colleges. The undergraduate certificate would be placed in HDI, be available to the entire university and include 9-12 hours of coursework. HDI would probably not receive any money from student's tuition but a good recruiting tool and course would have an HDI prefix.
- IV. RC items – Harley stated that the dual certificate has been sent to Courses & Curricula Committee for approval. This was revised and required for the Rehabilitation Counseling Accreditation related to Counsel Licensure in Rehabilitation.

Committee Items

- V. Courses and Curriculum – Bausch – N/A
- VI. Library committee – Rogers – N/A
- VII. Faculty Council – Crystal – send any information you would like brought up in the Faculty Council meetings. Flanagan stated the Dropbox should be updated before the night before a meeting. Grisham-Brown suggested the folders be dated.
- VIII. Technology Committee – Spriggs – since we ran short on time, Spriggs send an email to everyone at 3:30 PM on November 5th. Please send Spriggs your feedback, thoughts/opinions/etc. (see below)

The technology committee met and a few things came from that:

- * **IF YOU HAVE ANY TECHNOLOGY PROBLEMS, PLEASE PUT A TICKET IN WITH THE HELP DESK OR CONTACT TRACY. SOMETIMES THEY DON'T KNOW THAT WE ARE HAVING ISSUES (E.G., APPARENTLY THERE WAS A PROBLEM WITH ADOBE CONNECT ITSELF AND SEVERAL OF US WERE STRUGGLING WITH THE TECHNOLOGY THINKING IT WAS USER ERROR)**
- * **THERE ARE SEVERAL DL GRANTS THAT ARE AVAILABLE (YOU ALL RECEIVED AN E-MAIL ABOUT THIS EARLIER IN THE SEMESTER). IF YOU ARE INTERESTED IN OBTAINING MONIES, PLEASE CONSIDER APPLYING FOR THEM. YOU CAN APPLY FOR MORE THAN ONE; YOU DON'T HAVE TO ASK FOR THE ENTIRE AMOUNT (THEY ARE WORKING TO FIND OUT IF WE WOULD RECEIVE THE MONEY AS SUMMER MONEY OR OVERLOAD)**
- * **YOU CAN TAKE A LARGE LECTURE CLASS AND PUT IT ON-LINE**

- * **WE COULD CONSIDER TRYING TO PUT EDS 375 ON-LINE WITH MEANINGFUL ACTIVITIES WITH ONE OF THESE GRANTS**
- * **YOU CAN ATTEND A SHORT COURSE THEY MAY YOU TEACH DL TO GET THAT EXPERIENCE**
- * **YOU CAN DEVELOP OR TAKE AN EXISTING PROGRAM AND MAKE IT "ON-LINE"**
- * **THERE WAS ALSO TALK FROM THE DEAN ABOUT GOING TO A 1-DEVICE (E.G., ALL STUDENTS BEING REQUIRED TO HAVE AN IPAD). THE COMMITTEE HAS AN OPINION, BUT WANTED TO GET YOURS.**

IX. Other Committees – N/A

Department Items – Old Business

- X. Status of search for EDS Assistant/Associate Professor in ABA – Allday & Ault – currently has 2 applicants and is advertised in the Chronicle. If you know of anyone that would be interested, please let them know.

Department Items – New Business

- XI. Date for holiday lunch and holiday gift project – Scheduled the Holiday Party for December 17, 2013. Grisham-Brown will get the name of a family from the Early Childhood Lab. Bowling also announced that if anyone was interested in a donation to Arbor Youth Services, 640 W. Third St., Lexington, Ky. Dr. Don Cross is on the board. The website for more information can be found at <http://arborky.org/get-involved/donate/>

Due to our guest Jerome Farley – presentation of Outlook & Lync, the following will be tabled to our December Faculty meeting. Mr. Farley demonstrated how to use Lync with Outlook in sharing desktop, scheduling meetings and conference calls. He will be glad to assist anyone. Bowling can also send you the PowerPoint presentation electronically if you did not receive a copy.

Meeting was adjourned at 3:30.

Tabled to the December 2 faculty meeting:

- XII. Adjuncts – should adjunct faculty be invited and expected to attend meetings? Should they be listed as absent on minutes if they do not attend? Adjuncts include Baird, Beach, Hall, Kleinert, and Sheppard-Jones. The policy is that all faculty who teach 600 level courses should be department adjuncts. – Kleinert stated that he is a voting member. Spriggs stated to invite them and send them copy of the minutes but do not require them to attend the meetings. Rogers stated that Beach

had a full time job and wouldn't be able to attend. *Harley stated it was a voting issue and we should table it for our December faculty meeting as well as the following:*

- XIII. Discuss for GASC and EDS program faculties – should we drop the GRE requirement for the master's degree (Teacher Leader) since all teachers must take the PRAXIS. Since the Graduate School has not GRE cut-off, should we just look at PRAXIS scores and UG GPA to save money for students and possibly increase enrollments?*
- XIV. Performance evaluation training – All faculty who supervise staff on grant projects must take the training on the online staff performance evaluation system. All project staff also must be trained to use the system. This needs to happen before Dec. 1. Contact Bill Verbal for training.*

