

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Tuesday, March 07, 2017 3:00 PM
To: Brothers, Sheila C; McCormick, Katherine
Cc: Cantrell, Susan C; Perry, Kristen H
Subject: GC: Teaching in Culturally and Linguistically Diverse Classrooms
Attachments: GC in Teaching in Culturally and Linguistically Diversity Class-signed FINAL.pdf

Proposed New Graduate Certificate: Teaching in Culturally and Linguistically Diverse Classrooms

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Teaching in Culturally and Linguistically Diverse Classrooms, in the Department of Curriculum & Instruction within the College of Education.

The revised program is attached.

Best-

Margaret

[Margaret J. Mohr-Schroeder, PhD](#) | Associate Professor of STEM Education - Mathematics | [COE Faculty Council Vice Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator/Senate Council Member](#) | [Secondary Mathematics Undergraduate Program Chair](#) | | [Department of STEM Education](#) | [University of Kentucky](#) | [www.margaretmohrschroeder.com](#) | [Schedule a Meeting with Me](#)

NEW GRADUATE CERTIFICATE

A graduate certificate shall have a clear and focused academic topic or competency as its subject, meet a clearly defined educational need of a constituency group, such as required continuing-education or accreditation for a particular profession, respond to a specific state mandate or provide a basic competency in an emerging (preferably interdisciplinary) topic. Certificates are minimally nine graduate credit hours but typically no more than 15. Completed forms must receive appropriate department/school approval and sent to the college for review.

Once approved at the college level, your college will send the proposal to the Graduate Council for review. Once approved at the Graduate Council, the Graduate Council will send the proposal to the Senate Council office for additional review via a committee and then to the Senate Council. Once the Senate Council has approved the proposal, it is moved to the University Senate. Once approved by that body, the University Senate will send the proposal to the Registrar to be included in the Bulletin. The contact person listed on the form will be informed throughout this process.

By default, graduate certificates shall be approved for a period of six (6) years. Re-approvals are also for six years.

1. GENERAL INFORMATION			
1a	Date of contact with Institutional Effectiveness ¹ :	8-23-16	
	<input type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home college: <i>Education</i>		
1c	Home educational unit (department, school, college ²): <i>Curriculum and Instruction</i>		
1d	Proposed certificate name: <i>Teaching in Culturally and Linguistically Diverse Classrooms</i>		
1e	CIP Code (provided by Institutional Effectiveness):	13.0202	
1f	Requested effective date:	<input type="checkbox"/> Fall semester following approval.	OR <input checked="" type="checkbox"/> Specific Date ³ : <i>Fall 2017</i>
1g	Contact person name: <i>Susan Cantrell</i>	Email: <i>susan.cantrell@uky.edu</i>	Phone: <i>7-6731</i>
2. OVERVIEW			
2a	Provide a brief description of the proposed new graduate certificate. (300 word limit)		
	<i>The student population in P-12 educational settings is changing rapidly, and classroom teachers must adapt to meet the learning needs of the increasingly diverse students that they teach. The demand for developing teachers' competencies for working with culturally and linguistically diverse students and families is great, and this certificate will help answer the call from districts, schools, and individual educators to increase preparation for practicing educators in addressing the learning needs of students in classrooms with increasing cultural and linguistic diversity.</i>		

¹ You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

² Only cross-disciplinary graduate certificates may be homed at the college level.

³ Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

NEW GRADUATE CERTIFICATE

	<p><i>Courses and experiences will take a comprehensive approach to supporting English Learners and other historically under-served populations by addressing aspects of cultural and linguistic diversity across the curriculum within a regular classroom context. Interdisciplinary content will include developing a knowledge base, planning, and application of strategies for language and literacy development, second-language acquisition, classroom relationships, family collaboration, assessment, instruction, discourse, and socio-political consciousness.</i></p> <p><i>Students will earn twelve (12) credit hours by completing three (3) required 3-hour courses in a foundational core and one (1) 3-hour elective on second language acquisition and learning, specifically. The foundational core will address the following related to cultural and linguistic diversity in P-12 schools: language and learning development, classroom strategies for teaching and learning, and leveraging family and community partnerships to enhance student learning. Faculty of record will be drawn from the departments of Curriculum & Instruction, Modern & Classical Languages, Literatures, and Cultures, and Educational Policy and Evaluation to teach courses in language and literacy, second language acquisition, culture and learning and classroom pedagogy.</i></p> <p><i>Working in a cohort, practicing educators will engage in job-embedded learning activities to apply new interdisciplinary knowledge in professional educational settings immediately.</i></p>
2b	<p>This proposed graduate certificate (check all that apply):</p> <p><input checked="" type="checkbox"/> Has a clear and focused academic competency as its subject.</p> <p><input checked="" type="checkbox"/> Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)</p> <p><input type="checkbox"/> Responds to a specific state mandate.</p> <p><input checked="" type="checkbox"/> Provides a basic competency in an emerging, preferably interdisciplinary, topic.</p>
2c	<p>Affiliation. Is the graduate certificate affiliated with a degree program? (<i>related to 3c</i>) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If “yes,” include a brief statement of how it will complement the program. If “no,” incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)</p> <p><i>Currently, there is not a program or set of courses that provide knowledge and skills for classroom teachers who wish to gain extensive expertise in instruction for culturally and linguistically diverse groups of students. Although students may receive a masters degree or endorsement in TESL, the graduates of these programs are focused on supplemental support for English Learners, specifically.</i></p>
2d	<p>Duplication. Are there similar regional or national offerings? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If “Yes,” explain how the proposed certificate will or will not compete with similar regional or national offerings.</p>
2e	<p>Rationale and Demand. State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). (400 word limit)</p> <p><i>Kentucky’s immigrant population continues to grow at a rate that exceeds much of the nation. According to a report issued by the Kentucky Center for Economic Policy, the state’s immigrant population grew at a faster rate than all but six states between 2000 and 2012 (Baumann, 2014). At the same time the population of learners is shifting, teachers are graduating from preservice programs feeling inadequately prepared to address the needs of English Learners (ELs) in the classroom. An annual survey of recent teacher education graduates routinely places preparation for ELs at the top of the list of areas for which new teachers feel underprepared. In fact, based on the fall 2013 and spring 2014 Education Professional Standards Board New Teacher surveys, an</i></p>

NEW GRADUATE CERTIFICATE

average of 39% of new teachers across the state of KY felt unprepared to teach ELs, while 26.5% of new teachers felt deficient in their ability to close the achievement gap. The proposed certificate will help empower in-service teachers to close the achievement gap.

Over the past several years, individual graduate students and P-12 school principals have made requests of faculty to provide professional learning opportunities for in-service teachers who work with ELs in mainstream classroom settings. In spring of 2016, Fayette County School administrators approached Dr. Kristen Perry asking for intensive support for teachers, including credit-bearing professional learning for supporting culturally and linguistically diverse students in regular classroom settings. After considerable planning with Curriculum & Instruction faculty, faculty in TSL, district leaders, and current and potential students, the proposed interdisciplinary certificate was developed in response to this expressed need.

2f Target student population. Check the box(es) that apply to the target student population.

Currently enrolled graduate students.

Post-baccalaureate students.

2g Describe the demographics of the intended audience. (150 word limit)

This certificate is targeted to currently-certified teachers who hope to increase their level of knowledge and instructional skill with respect to teaching culturally and linguistically diverse groups of students.

2h Projected enrollment. What are the enrollment projections for the first three years?

	Year 1	Year 2 (Yr. 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)
Number of Students	6	10	10-15

2i Distance learning (DL). Initially, will any portion of the graduate certificate be offered via DL? Yes No

If "Yes," please indicate below the percentage of the certificate that will be offered via DL.

1% - 24% 25% - 49% 50% - 74% 75 - 99% 100%

If "Yes," describe the DL course(s) in detail, including the number of required DL courses. (300 word limit)

3. ADMINISTRATION AND RESOURCES

3a Administration. Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. (150 word limit)

Students will be admitted into the certificate in post-bac cohorts through the Graduate School and with assistance from the Curriculum & Instruction Director of Graduate Studies. Upon the completion of 6 hours, students will meet with an advisor (certificate faculty of record) and decide whether to enroll in a master's, endorsement, or doctoral program. If students enroll in a program, they will be assigned an appropriate program advisor who will transition them into the program once the certificate is complete. Courses will be offered in such a way that students who begin the certificate in the fall will be able to complete the certificate by the end of the following first

NEW GRADUATE CERTIFICATE

	<i>summer session. If students must drop out of the cohort for any reason, they may complete the certificate at a different time by completing the required coursework.</i>		
3b	Faculty of Record and Certificate Director. <i>(related to 2c)</i> The faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. The faculty of record must be comprised of three or more faculty. At least three members of the graduate certificate’s faculty of record must be members of the Graduate Faculty.		
	The graduate certificate is affiliated with a degree program.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” list the name of the affiliated degree program below. If “No,” describe below the process for identifying the faculty of record and the certificate director, including selection criteria, term of service, and method for adding and removing members. <i>(150 word limit)</i>		
	<p>Dr. Perry will serve as the Certificate Director. She has considerable expertise in serving culturally and linguistically diverse learners and is recognized nationally for research in this area. She serves as DGS in C&I, and this will facilitate administration of the certificate.</p> <p>Faculty of record will include Certificate Director Dr. Perry, Dr. Susan Cantrell, Dr. Janice Almasi in C&I, Dr. Francis Bailey in Modern & Classical Languages, Literature, and Culture, and Dr. Beth Goldstein in Educational Policy & Evaluation. These faculty were selected because of their expertise in the certificate areas. Dr. Almasi is program chair for Literacy, and Dr. Bailey is director of the Teaching English as a Second Language program. Dr. Beth Goldstein is the chair of the department of Educational Policy & Evaluation. They will serve as instructors and advisors in the certificate for at least 2 years. Faculty will be added, if needed, if those faculty demonstrate the required expertise. After the 2 year period, faculty will be removed if they are no longer needed or no longer wish to participate.</p>		
3c	Course utilization. Will this graduate certificate include courses from another unit(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units’ chair/director⁴ from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units⁵ and impact on the course’s use on the home educational unit.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>		
3d	Financial Resources. What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? <i>(300 word limit)</i>		
	<i>There are no non-course resource implications for the proposed graduate certificate.</i>		
3e	Other Resources. Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” identify the other resources that will be shared. <i>(150 word limit)</i>		

⁴ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

⁵ Show evidence of detailed collaborative consultation with such units early in the process.

NEW GRADUATE CERTIFICATE

	<p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director⁴ of the unit whose “other resources” will be used.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>
--	--

4. IMPACT

4a	Other related programs. Are there any related UK programs and certificates?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” describe how the new certificate will complement these existing UK offerings. (250 word limit)		
	<i>This certificate will complement at least two masters programs (the literacy education masters and the masters in TESL), as well as the TESL endorsement program. Students will be encouraged to enroll in one of these programs to complement their certificate, and some of the coursework overlaps with those programs' requirements. The Student Learning Outcomes are aligned with standards from the International Literacy Association and standards for Teaching English as a Second Language.</i>		
	<p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.</p>		

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a	Admissions criteria. List the admissions criteria for the proposed graduate certificate. (150 word limit)		
	<i>Potential students must have an earned teaching credential, in addition to meeting minimum requirements set by the Graduate School.</i>		
5b	Core courses. List the required core courses below.		
Prefix & Number	Course Title	Credit Hrs	Course Status ⁶
<i>EDC 621</i>	<i>Language and Literacy Development</i>	<i>3</i>	<i>No Change</i>
<i>EDC 617</i>	<i>Effective Teaching in Culturally and Linguistically Diverse Classrooms</i>	<i>3</i>	<i>New</i>
<i>EDC 630</i>	<i>Family & Community Literacy</i>	<i>3</i>	<i>New</i>
			Select one....

⁶ Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

NEW GRADUATE CERTIFICATE

	<i>*With prior approval from Certificate Director, appropriate courses may be substituted for those required courses already taken for a previous degree</i>		Select one....
	<i>Total Credit Hours of Core Courses:</i>		

5c	Elective courses. List the electives below.		
Prefix & Number	Course Title	Credit Hrs	Course Status ⁷
<i>TSL 560</i>	<i>Literacy in the ESL Classroom</i>	3	No Change
<i>MCL 690</i>	<i>Culture, Cognition, & Second Language</i>	3	No Change
<i>EPE 665</i>	<i>Education and Culture (with permission from advisor--for ESL endorsed students)</i>	3	No Change
			Select one....
			Select one....
			Select one....

5d	Are there any other requirements for the graduate certificate? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
----	---	------------------------------	--

5e	Is there any other narrative about the graduate certificate that should be included in the Bulletin? If “Yes,” please note below. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
----	--	------------------------------	-----------------------------

6. ASSESSMENT

6a	<p>Student learning outcomes. Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) (250 word limit)</p> <ol style="list-style-type: none"> <i>Students will apply research-based strategies for teaching, assessing, and supporting students in culturally and linguistically diverse classroom settings. (TESOL 3.a, ILA 2, 3, 5)</i> <i>Students will identify how children's cultural backgrounds impact learning and articulate how their own cultural identities and assumptions might impact their relationships with students and families. (TESOL 2, ILA 4.1)</i> <i>Students will apply theoretical knowledge of language acquisition in assessing, documenting, and facilitating language and literacy development (TESOL 1.b, ILA 1.1, 1.2, 2, 3.1)</i> <i>Students will serve as resources or advocates through professional leadership activities that enhance the learning of culturally and linguistically diverse students beyond the classroom walls (TESOL 5.b, ILA 4.3, 6.3).</i>
6b	<p>Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded</p>

⁷ Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

NEW GRADUATE CERTIFICATE

	assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). (300 word limit)
	<p><i>Student Learning Outcomes will be assessed as students complete key assignments for each course:</i></p> <p><i>EDC 621 Focal Student Observation Project (SLO3)</i></p> <p><i>EDC 617 Reflection and Implementation Journal (SLO1)</i></p> <p><i>EDC 617 Cultural Strengths Assessment (SLO2)</i></p> <p><i>EDC 617 Peer Presentation (SLO4)</i></p> <p><i>EDC 630 Reading Responses (SLO1)</i></p> <p><i>EDC 630 Materials Review (SLO2)</i></p> <p><i>EDC 630 Family Study (SLO3)</i></p> <p><i>EDC 630 Family Event (SLO4)</i></p> <p><i>TSL 560 Weekly Lesson Plans (SLO1)</i></p> <p><i>TSL 560 Thematic Unit Overview (SLO1/3)</i></p> <p><i>TSL 560 Student Assessment Project (SLO3)</i></p> <p><i>MCL 690 Inquiry Projects (SLO1/4)</i></p> <p><i>MCL 690 Conference (SLO4)</i></p> <p><i>MCL 690 Autobiography of a Language Learner (SLO2)</i></p>

6c	<p>Certificate outcome assessment⁸. Describe evaluation procedures for the proposed graduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)</p>
	<p><i>At the end of each semester, the certificate director will review students' records to ensure all students have completed required course work with a B grade or higher. If a student has been unsuccessful, the student's advisor will meet with the student to determine an appropriate course of action.</i></p> <p><i>After the first year (summer 2017), the faculty of record will conduct an annual meeting to (a) review the number of students who have completed the certificate program, (b) discuss the quality of student products and learning outcome results, (c) review student feedback and make plans for adjustment</i></p> <p><i>Each semester, students will complete an open-ended survey about the extent to which the certificate courses are addressing their professional needs and will give feedback about how to adjust the courses; faculty of record will review the responses and make plans for future adjustments</i></p> <p><i>The certificate director will contact district stakeholders to assure program design continues to be valued and needed</i></p>

7. OTHER INFORMATION

7a	Is there any other information about the graduate certificate to add? (150 word limit)

8. APPROVALS/REVIEWS

⁸ This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

NEW GRADUATE CERTIFICATE

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	<i>(Within College) In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</i>		
	<i>EDUC-Curriculum and Instruction Faculty</i>	<i>9/2/16</i>	<i>Jared R. Stallones / 73230 / jared.stallones@uky.edu</i>
	<i>College of Ed C&C</i>	<i>9/23/16</i>	<i>Justin K. Nichols/257-4748/justin.nichols2@uky.edu</i>
	<i>College of ED</i>	<i>10/20/16</i>	<i>Rosetta Sandidge/8-2887/rosetta.sandidge@uky.edu</i>
			/ /
8b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
8c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Graduate Council	12/8/16	<i>Roshan Nikou</i>

Memorandum

September 2, 2016

This memo confirms that the Curriculum and Instruction faculty approved the proposal for a graduate certificate entitled “Teaching in Culturally and Linguistically Diverse Classrooms.” The vote was unanimous and a quorum was present.

Respectfully Submitted,



Jared R. Stallones, Ph.D.
Department Chair

see blue.



UNIVERSITY OF KENTUCKY

**Modern and Classical
Languages, Literatures
and Cultures**

*1055 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-3761*

Dr. Mary John O'Hair, Dean
College of Education
University of Kentucky
Lexington, KY

Dear Dean O'Hair,

I am delighted to write this letter of support for a new COE certificate, Teaching in Culturally and Linguistically Diverse Classrooms. As Kentucky schools become more culturally and linguistically diverse, teachers need opportunities to develop the knowledge and skills necessary to truly serve this student population and their families. School diversity includes issues of immigrant children who require ESL instruction but also embraces a broader perspective that recognizes that oral language, literacy and culture are central to the educational experiences of many Kentucky children and our schools and teachers must be prepared to work with their unique needs.

The proposed certificate would include an option to take one of two courses that are integral to the TESL program: MCL 690: Culture, Cognition and Second Language Learning or TSL: 560: Literacy Development in the ESL Classroom (with practicum). Both of these courses would orient pre-service or in-service teachers to central challenges that English learners face in learning both English and subject matter. The TESL program welcomes this opportunity to work with COE colleagues on this new program and enthusiastically support this new certificate.

Sincerely,

Francis Bailey, Ed. D.
Director of TESL MA Program
Associate Professor
Modern and Classical Languages
1051 Patterson Office Tower
University of Kentucky, Lexington, KY
e-mail: francis.bailey@uky.edu
Phone: 859-257-7025

From: [Beth L. Goldstein](#)
To: [Perry, Kristen H](#)
Subject: RE: spring 2017
Date: Friday, August 26, 2016 2:03:07 PM

I'm happy to write a letter in support of the certificate. Can you send me a description of the proposed program?

It sounds like we should plan for someone else to teach 763 in the spring. Yes, let's walk and talk about what you want in the way of a teaching agreement going forward, preparatory to meeting with Jared and the dean. I do hope you have positive news on the grant proposal! You can tell me more about that when we walk, too.

Let's meet at the Arboretum Sunday morning at 8:30 as a start, ok?

Beth

> Hi Beth,
> Thanks for emailing about all of this! I am just now working on our
> proposed graduate certificate in teaching in culturally & linguistically
> diverse classrooms. In fact, we're putting your Education & Culture
> course down as an elective, if students need one. Since it's not going to
> be a required course in the certificate, I'm not sure if we actually need
> a letter of support from you for that, but it might be nice.
>
> Once we get that paperwork in, I'll turn to fixing the cross-listed
> course. I think, given the Curriculog training that I just went to, that
> we'll each need to submit a course change form.
>
> I don't know yet about my spring teaching. It's all messed up! I have a
> 1-1 teaching load this year, but Susan and I are also waiting to hear if
> we get a federal grant that would buy out my time. So, I might not be
> teaching at all in the spring. And both you and Francis Bailey want me to
> teach courses. I'm also not sure if I need to be teaching any literacy
> courses...but if I don't get the course buyout, I probably need to teach
> TSL 560, since that's a course that's included in our certificate program.
> In any case, my 3-year agreement is up, so we probably need to revisit
> that with Jared and the dean. Perhaps you and I can talk this over when
> we walk? Speaking of which...
>
> ...I could walk early on Sunday morning (so that I'm home by 9:30, so I
> can shower and get off to Quaker Meeting). Late afternoons are tricky,
> because I'm on Ben pick-up duty (he has to be picked up no later than
> 5:30, or we get charged mega-bucks). But, if we were to walk at about
> 3:30 or 4 (for maybe a 45-minute walk), that should work. I could do that
> on Monday, Wednesday, or Thursday next week. Another option, depending on
> your schedule, would be early mornings. I could do just about any early
> morning next week. What do you think?
> K
>
> -----Original Message-----
> From: Beth L. Goldstein [<mailto:bethg@coe.uky.edu>]
> Sent: Friday, August 26, 2016 1:44 PM
> To: Perry, Kristen H <kristen.perry@uky.edu>

Subject: RE: Request for CIP Code for Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms---PIE Response
Date: Friday, September 2, 2016 at 2:00:38 PM Eastern Daylight Time
From: Institutional Effectiveness
To: Cantrell, Susan C, Institutional Effectiveness

Dear Susan

Thank you for your email regarding the proposed new **Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms**. My email will serve 3 purposes: 1.) Verification and notification that you have contacted PIE—a Senate requirement for proposal approval.; 2.) suggested CIP; and 3.) Next steps for SACSCOC. Please Note: Once you and your faculty have identified the CIP code that best characterizes the proposed program, please send me an email with the selected CIP by Friday, September 9.

1. **Verification that PIE has reviewed the proposal:** The proposed program change(s) may move forward in accordance with college and university-level approval processes. Based on the proposal documentation presented and Substantive Change Checklist, the proposed program changes (refer to list below) are not substantive changes as defined by SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Planning & Institutional Effectiveness at this time.
2. **CIP #:** Based on the review of the proposal, PIE has identified several CIP Codes (see below). Please review the CIP Code Assignments in consultation with the Graduate Council Chair, Dr. Brian Jackson, to be sure the selected CIP is the most appropriate for the proposed program.

Detail for CIP Code 13.0202

Title: Multicultural Education

Definition: A program that focuses on the design, and implementation of instructional and advising services for culturally diverse learning populations. Includes instruction in cultural diversity, at-risk populations, multilingual and ESL education, program and curriculum design, instructional technology, information resources, LEP and minority education strategies, counseling and communicating with multicultural populations, law and regulations, and applications to specific cultural groups, educational services, and research issues..

Detail for CIP Code 13.0201

Title: Bilingual and Multicultural Education

Definition: A program that focuses on the design and provision of teaching and other educational services to bilingual/bicultural children or adults, and/or the design and implementation of educational programs having the goal of producing bilingual/bicultural individuals. Includes preparation to serve as teachers and administrators in bilingual/bicultural education programs..

Should you find that none of the suggested CIPs are appropriate, here are the instructions for selecting a CIP Code directly from the NCES CIP user site:

1. Access the website: <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>
2. On the front menu page under "Start Here" choose: Browse
3. Choose the link of the **2 digit number** that best characterizes the primary instruction—this will

take you to a page listing all the "content" specific programs (e.g., 13: Curriculum and Instruction)
4. Keep drilling down until you find the CIP Code that best describes the proposed program.

3. Next steps for SACSCOC and/or Kentucky council for Postsecondary Education (CPE): Non required

Mia Alexander-Snow, PhD

Director, Planning and Institutional Effectiveness

Phone: 859-257-2873

Fax: 859-323-8688

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

Follow us at: <https://www.facebook.com/universityofky>



The University of Kentucky

From: Cantrell, Susan C

Sent: Friday, August 26, 2016 3:19 PM

To: Institutional Effectiveness

Subject: Re: Request for CIP Code for Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms

Mia,

Thanks so much for this information. I have attached the Substantive Change form and the completed Senate form for the Graduate Certificate. Please let me know if you need any other information from us.

Best,

Susan Cantrell

From: Institutional Effectiveness <InstitutionalEffectiveness@uky.edu>

Date: Friday, August 26, 2016 at 3:00 PM

To: Susan Cantrell <susan.cantrell@uky.edu>, Institutional Effectiveness <InstitutionalEffectiveness@uky.edu>

Subject: Request for CIP Code for Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms

Dear Susan,

Thank you for your call reading the CIP code assignment for the new **Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms**. To assist you and your colleague Kristen Perry with CIP identification and selection, I will need following:

- Substantive Change form (see attachment); and
- Brief description about the new certificate program (e.g., copy of the completed Senate form for the Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms)

Once I have the additional information, I will be able to provide an appropriate CIP and next steps. Most of the information about the program approval process and CIP protocol is available via the IE website: <http://www.uky.edu/ic/undergraduate-program-approval-process>. However, should you need

further assistance, please do not hesitate to contact me; I am happy to help in any way that I can.

Cheers,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Phone: 859-257-2873
Fax: 859-323-8688

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

Follow us at: <https://www.facebook.com/universityofky>



The University of Kentucky

From: Cantrell, Susan C
Sent: Thursday, August 25, 2016 4:30 PM
To: Institutional Effectiveness
Subject: Question RE New graduate Program Form

Greetings:

My colleague Kristen Perry and I are working on a proposal for a new Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms. We are in the process of completing the forms for departmental approval now. The Graduate Program Form requires a CIP code. How do I obtain this code?

Many thanks in advance,
Susan

Susan C. Cantrell, Ed.D.
Associate Professor
Department of Curriculum & Instruction
University of Kentucky
(859) 257-6731

> Subject: spring 2017

>

> Hi Kristen,

>

> Great to see you even if briefly a couple of days ago. just let me know
> what I need to do to get number changed to a 4xxG on our cross-listed
> course.

>

> We and everyone else are working on spring 2017 class schedules. Am I
> right to guess that you're one course this spring will need to be in EDC?
> We'd love to have you teach EPE 763 again. Any chance of that for the
> spring?

>

> Let me know a good time to meet at the arboretum.

> Beth

>

>

March 3, 2017

Mary John O'Hair
Dean of the College of Education
University of Kentucky
Lexington, KY 40506

Dear Dean O'Hair:

On 3/3/2017, the faculty in the Department of Modern and Classical Languages, Literatures and Cultures voted in favor of including our courses MCL 690 (Culture, Cognition and Second Language Learning) and TSL 560 (Literacy Development in the ESL Classroom (with practicum) in the College of Education Certificate on Teaching in Culturally and Linguistically Diverse Classrooms. We are pleased that this Certificate will prepare teachers in all areas to work with speakers of different languages and dialects and ensure their educational progress.

Should you require any additional information, we would be happy to provide it.

Sincerely,



Jeanmarie Rouhier-Willoughby
Chair, MCLLC