

## Brothers, Sheila

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**From:** Cramer, Aaron  
**Sent:** Friday, February 22, 2019 3:55 PM  
**To:** Bird-Pollan, Jennifer; Brothers, Sheila  
**Cc:** Maxwell, Kristin  
**Subject:** NEW BA: Interdisciplinary Disability Studies  
**Attachments:** Interdisciplinary Disability Studies New Undergraduate Degree Program 20190222.pdf

### Proposed New BA in Interdisciplinary Disability Studies

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BA degree: Interdisciplinary Disability Studies, in the Department of Early Childhood, Special Education, and Rehabilitation Counseling within the College of Education.

Rationale: The proposed program takes a holistic view of the individual with disability in the context of their environment, focusing on empowerment of people with disabilities to live full lives as independently as possible. The program, involving many different disciplinary perspectives, addresses knowledge and understanding of various disabilities and unique needs of individuals, the individual within contexts of culture, community, sociopolitical environment, families, advocacy, coping, adjustment and acceptance of disability, and knowledge of how disability affects individuals across the lifespan. Students will gain evidenced-based knowledge and skills and then apply them in real life at agencies during practical work. This program is designed for students who want to become employed in a variety of jobs serving individuals with disabilities and/or want to go on to graduate studies in programs such as Rehabilitation Counseling. Initial enrollment of around 10 students growing toward 70 students is anticipated.

Aaron

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**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

**Office of Strategic Planning and Institutional Effectiveness (OSPIE).** The new program approval process begins when a contact persons submits a “Notification of Intent” (NOI) and substantive change checklist (available [HERE](#)) to OSPIE. Units have six months from the point of NOI submission to the time when the completed proposal is approved by Senate. After the NOI is submitted, a contact person should begin working to complete this form. Contact persons should work with OSPIE to identify the program’s degree designation and CIP, as well as to solicit a letter of administrative feasibility from the Provost (per SR 3.2.3.A.2).

**Pre-proposal.** The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a \* by the question number on this form will be used by OSPIE staff to submit the pre-proposal to the CPE (Council on Postsecondary Education).

**Form structure.** This form has two sections. The first half (white background) contains information required by the University Senate and Registrar’s office and the second half (beige/brown background) contains information required by two external entities, the CPE and SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). Although only the first half is required for University Senate approval, every question must be answered to receive CPE approval. Please do not leave any area blank, but instead write “not applicable” wherever that is the appropriate response.

**Approval process.** Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (possibly HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the SC and Senate. (The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.) Once approved by the Senate, the Senate Council office will submit the proposal for it to be placed on an agenda for the Board of Trustees. After approval by the Board, OSPIE will ensure the proposal is submitted to the CPE for final approval. Generally, a new program proposal must have received approval from the Senate by early spring (February or March) in order for the new program to be effective for the following fall semester.

INFORMATION REQUIRED BY UNIVERSITY SENATE		
1. Basic Information: Program Background and Overview		
1a	Home College: <i>College of Education</i>	
1b	Home Educational Unit (school, department, college <sup>1</sup> ): <i>Department of Early Childhood, Special Education, and Rehabilitation Counseling; College of Education</i>	
1c*	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE ( <a href="mailto:OSPIE@L.uky.edu">OSPIE@L.uky.edu</a> ) for help with questions in this section.)	
	Date of contact with OSPIE:	<i>03/07/2018</i>
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from OSPIE.	
	<input type="checkbox"/> Appended to the end of this form is a letter of administrative feasibility from the Provost.	
	<input checked="" type="checkbox"/> Appended to the end of this form is a letter(s) of administrative feasibility from the dean(s) of the college(s) offering the degree.	

<sup>1</sup> Only interdisciplinary undergraduate degrees may be homed at the college level.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	CIP Code (confirmed by OSPIE): <i>51.1599</i>		
	Degree Type (BA, BS, etc.) <sup>2</sup> : <i>BA</i>		
	Is this degree designation on the CPE's list of degree designations <sup>2</sup> ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "No," please provide an explanation for OSPIE's use in external reporting purposes.		
1d*	Major Name (Interior Design, Social Work, etc.): <i>Interdisciplinary Disability Studies</i>		
1e	Is there a specialized accrediting agency related to this program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," name:		
	Do you intend to seek accreditation from this agency?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
1f	Was this particular program ever previously offered at UK but subsequently suspended?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe. (300 word limit)		
1g*	Requested effective date:	<input type="checkbox"/> Semester after approval.	OR <input checked="" type="checkbox"/> Specific Date <sup>3</sup> : <u>Fall 2019</u>
1h	Anticipated date for granting first degree(s): <i>Spring 2023</i>		
1i*	Contact person name: <i>Dr. Kristin Maxwell</i>	Email: <i>klmaxwell@uky.edu</i>	Phone: <i>859-257-7460</i>
<b>2. Program Overview</b>			
2a*	Provide a brief description of the proposed program. (300 word limit)		
	<p><i>The Interdisciplinary Disability Studies program takes a holistic view of the individual with disability in context of their environment. The program focuses on empowerment of people with disabilities to live full lives as independently as possible, including independent living and vocational attainment. Students will learn that empowerment comes through knowledge and understanding of various disabilities and unique needs of individuals, the individual within contexts of culture, community, sociopolitical environment, families, advocacy, coping, adjustment and acceptance of disability, and knowledge of how disability affects individuals across the lifespan. The curriculum provides perspectives from various disciplines including Social Work, Gerontology, Sociology, Counseling Psychology, Anthropology, Special Education, Rehabilitation Counseling, and Early Childhood, in order to allow a fuller understanding of the human as a whole from various perspectives. This program is designed to provide information on various human services and focuses primarily on Disability Services. Students will gain evidenced-based knowledge and skills and then apply them in real life at agencies during practical work. This program is designed for students who want to become employed in a variety of jobs serving individuals with disabilities and/or want to go on to graduate studies in programs such as Rehabilitation Counseling.</i></p>		
2b	List the program objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that the program will address, such as how students will benefit from the		

<sup>2</sup> Visit <http://dataportal.cpe.ky.gov/cpedegreedesignations.aspx> for the CPE's list of approved degree designations.

<sup>3</sup> Programs are effective for the fall semester following approval. No program will be made effective until all approvals, up through and including Board of Trustees and CPE approval, are received.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	<p>program, both tangibly and intangibly. (Please note that “program objectives” are different from “student learning outcomes.”) (300 word limit)</p>
	<p><i>The objectives include:</i></p> <ol style="list-style-type: none"> <li>1. <i>The IDS Program has an ultimate goal of assuring that individuals with disabilities receive the high quality of services to which they are entitled. It should provide its students with the opportunity to:</i> <ol style="list-style-type: none"> <li>a. <i>acquire a sound, basic education in rehabilitation;</i></li> <li>b. <i>develop the lifelong habit of updating skills and professionalism;</i></li> <li>c. <i>assist individuals with disabilities in developing their own resources and opportunities to meet their developmental, vocational, &amp; educational needs;</i></li> <li>d. <i>nourish a commitment to individual human values;</i></li> <li>e. <i>exercise skills and competencies on a high ethical level and with personal integrity;</i></li> </ol> <p><i>and</i></p> <li>f. <i>maintain a critical, questioning, and exploratory attitude.</i></li> </li></ol> <ol style="list-style-type: none"> <li>2. <i>The IDS Program will contribute to the development of practitioners through its program of academic instruction and clinical training toward the overall goal of improving practice for individuals who will be working with people with disabilities, and more general helping professions.</i></li> <li>3. <i>The IDS Program will develop personnel committed to the field of rehabilitation who can provide effective services to individuals with disabilities, including individuals with severe disabilities.</i></li> </ol>
2c*	<p>List the intended student learning outcomes (SLOs) for the proposed program. Address one or more of the five areas of learning (1. broad, integrative knowledge; 2. specialized knowledge; 3. intellectual skills; 4. applied learning; and 5. civic learning). Include the SLO for the Graduation Composition and Communication Requirement (GCCR). (300 word limit) (More detailed information will be addressed in a subsequent question.)</p> <ol style="list-style-type: none"> <li>1. <i>Students will demonstrate advanced knowledge, skill, and mastery of service provision practices for people with disability.</i></li> <li>2. <i>Students will demonstrate broad and integrative knowledge of models (medical, psychological, social) and vocational aspects of disability.</i></li> <li>3. <i>Students will demonstrate the ability to identify and critically examine one or more contending views, including views of disability in society and of education in America from a cultural, historical, philosophical or sociological/social justice perspective, then communicate what they have learned through written and oral work.</i></li> </ol>
2d	<p>Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. (150 word limit)</p> <p><i>The United States Bureau of Labor Statistics (BLS) predict that employment in Community and Social Service jobs are expected to grow through 2026. At a bachelor’s degree level, the BLS projects a 16 % job growth rate in Social and Human Service Assistants. In Kentucky, this same group of jobs (Social and Human Service Assistants) has a long-term projected growth of 23.8% from 2014-2024, with projected average annual job openings of 330 Kentucky jobs per year. This growth rate is attributed to several factors, including an aging population with needs for increased access to health care and related services, adult day services, group homes, and an increase in treatment alternatives to incarceration (e.g., substance use disorders and treatment). Students graduating with a IDS degree will contribute to the mandate for Land-Grant Institutions, to identify and serve the needs of the public, that the University of Kentucky upholds.</i></p>
2e	<p>Describe the proposed program’s uniqueness within UK. (250 word limit)</p>

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	<p><i>The IDS program’s focus on disability across the lifespan, as well as rehabilitation counseling, will prepare students for entry-level careers or graduate training in rehabilitation services or counseling. These careers are focused on a deep knowledge of disability, counseling, theory, and rehabilitation. The program draws from courses across the University, each program course providing different conceptualizations of the human and the human in society. This, in conjunction with the focus on disability, provides a solid foundation for student understanding of a breadth of knowledge regarding the context in which those with and without disabilities live; while also providing the ability for students to apply the unique holistic perspective of disability through various lenses.</i></p> <p><i>The IDS bachelor’s degree will be one of two non-teacher certification degree programs in the College of Education, thus expanding the program and degree offerings in the College of Education. This Bachelor of Arts degree in IDS will also be unique to Kentucky, as it is the only such program in the Commonwealth of Kentucky.</i></p>		
2f	Describe the target audience. (150 word limit)		
	<p><i>Primary feeders for the Interdisciplinary Disability Studies (IDS) will be undergraduate students who are interested in entering career paths related to rehabilitation and disability service provision. The College of Education program will be the only such Bachelor of Arts program in the Commonwealth of Kentucky. The Department of Early Childhood, Special Education, and Rehabilitation Counseling in the College of Education currently has the only master's and doctoral program in Kentucky. The program will professionally prepare students for practice, or higher education in master's programs in Rehabilitation Counseling or similar fields. Students of the College of Education with undeclared majors and leave of absence (i.e., those students who have not completed a program and requested a leave of absence) can also be an important target audience. IDS will target these students, as it is one of only two non-teacher certification programs in the College of Education.</i></p>		
2g*	Does the program allow for any tracks (a.k.a. options)?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If “Yes,” name the track(s). (Specific course requirements will be described in a subsequent section.)		
	Track #1:		
	Track #2:		
	Track #3:		
	Track #4:		
	Track #5:		
	Track #6:		
2h	Does the program <u>require</u> a minor?		Yes <sup>4</sup> <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If “Yes,” what is the name of the minor?		
2i	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (150 word limit)		
	<p><i>The Director of Undergraduate Studies, with oversight of the Rehabilitation Counseling program in EDSRC, will administer the program. Admissions to the major is open to all incoming students. The program holds high standards for students, in accordance with the standards in the department. To foster student success and satisfaction, professional advising will be used. At the end of their sophomore year, students are required to formally apply for entry into the program, requiring an admission GPA of 2.5. Program staff and faculty</i></p>		

<sup>4</sup> If “Yes,” in conjunction with the submission of this form to the home unit, you must also fill out the form for a new minor and submit it to the home unit.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

<p><i>will perform regular evaluations (see Appendix E) monitoring student progress, identifying potential problems, and remedying issues quickly, while working alongside the student to ensure autonomy. Individualized remedial procedures will be administered when necessary, to provide students opportunities to complete the program at the level expected. Finally, IDS student organizations and the potential Living Learning Programs (currently being explored) should aid in student retention.</i></p>			
2j	Are multiple units/programs collaborating to offer this program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>If "Yes," please discuss the resource contribution(s) from each participating unit/program. (150 word limit) (Letters of support will be addressed in subsequent sections.)</p>			
<p> </p>			
2k	<p>List all UK programs<sup>5</sup> which the proposed program could be perceived as replicating. Give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)</p>		
<p><i>Faculty in tangential programs have been consulted and determined that this program is not a replication. The bachelor degree in Public Health is focused on systems-level advocacy and careers, especially at the global level. The bachelor degrees in Social Work (focus on broader social welfare) and Family Sciences (focus on families) are also different when compared with the Bachelor of Arts in Interdisciplinary Disability Studies (IDS; focus on disability) program, with different student learning objectives and desired outcomes for students. The IDS program's focus on disability across the lifespan, as well as rehabilitation counseling introductory course work, will prepare students for entry-level careers or graduate training in rehabilitation services or counseling. These careers are focused on a deep knowledge of disability, disability services, theory, and rehabilitation. When compared with KHP, the desired outcomes are also different; KHP's focus on preparation of students as educators is a different application of disability knowledge, and is not at the same depth as in the proposed program.</i></p>			
<p> </p>			
2l	<p>The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's <i>faculty of record</i> by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit <a href="http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html">http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html</a>.</p>		
	<input checked="" type="checkbox"/>	Scenario 1	
			OR
	<input type="checkbox"/>	Scenario 2	
			OR
	<input type="checkbox"/>	Scenario 3	
			OR
	<input type="checkbox"/>	Scenario 4	
<p>If Scenarios 2, 3, or 4 are chosen, please provide describe/list/name the members of the faculty of record and describe the voting rights of members of the faculty of record. Include the process and standards for identifying the program director, as well as adding and deleting members of the faculty of record. (150 word limit)</p>			
<p><i>The faculty of record will be the Rehabilitation Counseling faculty.</i></p>			
2m	Will the program have an advisory board <sup>6</sup> ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<sup>5</sup> You must include a letter of support from any other program's home unit. Please convert the letter to a PDF and append to the end of this form.

<sup>6</sup> An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. (150 word limit)	
<i>The faculty of record will select members of the advisory board through annual review. Advisory board members include individuals in agencies that provide field placements and training for students in the IDS Program and Rehabilitation Counseling Master's Program, and persons with expertise in the subject matter (disability) at the bachelor's or master's level. Members will also include students who have graduated from, or are currently enrolled in, IDS and/or Rehabilitation Counseling. If Advisory Board member rotation is needed, members will serve 5 year terms. Inactivity (not demonstrating active participation) will be criteria for removal, which include (a) not communicating with the RC Department in response to invitation for 3 consecutive meetings, (b) missing 3 consecutive meetings (as decided by RC Faculty, in consultation with Advisory Board member), or (c) Advisory Board member's inability to continue as a member in the Advisory Board capacity.</i>	
If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.	
6	Faculty within the college who are within the home educational unit.
3	Faculty within the college who are outside the home educational unit.
5-6	Faculty outside the college who are within the University.
1-2	Faculty outside the college and outside the University who are within the United States.
0	Faculty outside the college and outside the University who are outside the United States.
unknown	Students who are currently in the program.
3	Students who recently graduated from the program.
10-12	Members of industry.
n/a	Community volunteers.
4-6	Other. Please explain: <i>Master's and doctoral students in the Rehabilitation Counseling Program, bachelor level students in IDS.</i>
32-38	<b>Total Number of Advisory Board Members</b>

3. Delivery Mode		UK DLP and eLearning Office <sup>7</sup>			
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning <sup>8</sup> ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>		
If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.					
(check one)	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>	100% <input type="checkbox"/>
3b*	If any percentage of the program will be offered via the alternative learning formats below, check all that apply, below.				
	<input type="checkbox"/>	Distance learning.			
	<input type="checkbox"/>	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.			
	<input type="checkbox"/>	Technology-enhanced instruction.			
	<input checked="" type="checkbox"/>	Evening/weekend/early morning classes.			
	<input type="checkbox"/>	Accelerated courses.			
	<input checked="" type="checkbox"/>	Instruction at nontraditional locations, such as employer worksite.			

<sup>7</sup> For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).

<sup>8</sup> Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	<input type="checkbox"/>	Courses with multiple entry, exit, and reentry points.
	<input type="checkbox"/>	Modularized courses.
3c	<p>Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. (200 word limit)</p> <ul style="list-style-type: none"> <li>• Synchronous and asynchronous components.</li> <li>• Balance between traditional and non-traditional aspects.</li> <li>• Hybrid elements.</li> </ul>	
	<p><i>Students in the Interdisciplinary Disability Studies program are required to complete a practicum in the community, outside of the traditional classroom setting. This ensures that students are exposed to real-life agencies, populations, situations and circumstances to which they will demonstrate skill proficiency and applied knowledge. Evening classes have been traditionally offered in Master's of Rehabilitation Counseling programs across the nation, as many students in this field work during the day. For this reason, students taking courses at the Rehabilitation Counseling 500 level may be require to take mixed graduate/undergraduate classes in the evening.</i></p>	
<b>4. UK Resources</b>		
4a*	Will the program's home educational unit require new or additional faculty?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	<p>If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. (150 word limit)</p>	
	<p><i>New, full-time clinical faculty will be appointed, as has been discussed with the College of Education Dean. One faculty position will initially be provided by the University at year 1. A second faculty position will be provided at year 3 of implementation. After the program is up and running, it is predicted that student tuition will provide the necessary resources for program needs, including the the necessary faculty resources. In otherwords, after the initial years of the program, student tuition will allow for the IDS program to be self-sustaining.</i></p>	
	<p>If "Yes," when will the faculty be appointed? (150 word limit)</p>	
	<p><i>1 New Clinical Assistant Professor will be added in the 1st Year of the Program. An additional (1) New Clinical Assistant Professor will be hired in the 3rd year of the Program.</i></p>	
4b	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	<p>If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. (150 word limit)</p>	
	<p><i>This program will use existing space (i.e., existing classrooms) and equipment (e.g., technology) that is already provided by the University and the College of Education.</i></p>	
4c	Will the program include courses from another educational unit(s)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	<p>If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. (150 word limit)</p>	
	<p><i>See Appendix B &amp; C</i></p>	
	<p>If "Yes," append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following:</p> <ul style="list-style-type: none"> <li>• Demonstration of true collaboration between multiple units<sup>9</sup>;</li> <li>• Impact on the course's use on the home educational unit; and</li> <li>• Verification that the chair/director has consent from the faculty members of the unit.</li> </ul>	

<sup>9</sup> Show evidence of detailed collaborative consultation with such units early in the process.



**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

4d	Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.		
<b>NAME</b>	<b>COURSES TAUGHT</b>	<b>ACADEMIC DEGREES AND COURSEWORK</b>	<b>OTHER QUALIFICATIONS AND COMMENTS</b>
List name & identify faculty member as “F” (full-time) or “P” (part-time).	Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	List relevant courses taught, including institution and major.	Note qualifications and comments as they pertain to courses taught.
<i>See Appendix D</i>			
F = full time P= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate		

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

<b>5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)</b>	
5a	<p>Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the <i>program</i> will be assessed, which is different from assessing student learning outcomes. 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. <i>(250 word limit)</i></p> <p><i>The Bachelor of Arts in Interdisciplinary Disability Studies will have two general outcomes. First, it will prepare students for entry into graduate study in Rehabilitation Counseling or serve as pre-professional coursework related to other graduate and professional programs. Second, degree completion will provide a foundation for individuals entering the professional workforce who are interested in finding a job in a human service or a rehabilitation program or agency and working with people with disabilities.</i></p> <p><i>The program objectives will be assessed by enrollment and graduation rates, job placement rates, and student and Advisory Board feedback including (a) program exit survey, (b) annual student survey, (c) survey of site supervisors, (d) fieldwork site/student supervisor meeting, and (e) external program evaluation by the Rehabilitation Counseling program's Advisory Board.</i></p>
5b	<p><i>(related to section 14)</i> Append an assessment plan<sup>10</sup> for the SLOs to the end of this form. <i>(Click <a href="#">HERE</a> for a sample assessment plan.)</i></p>
5c	<p>Explain how the curriculum achieves the program level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives. <i>(300 word limit)</i></p> <p>The program focuses on empowerment of people with disabilities to live full lives as independently as possible, including independent living and vocational attainment. Students will learn that empowerment comes through knowledge and understanding of various disabilities and unique needs of individuals, the individual within contexts of culture, community, sociopolitical environment, families, advocacy, coping, adjustment and acceptance of disability, and knowledge of how disability effects individuals across the lifespan. The curriculum provides perspectives from various disciplines including Social Work, Gerontology, Sociology, Counseling Psychology, Anthropology, Special Education, Rehabilitation Counseling, and Early Childhood, in order to allow a fuller understanding of the human as a whole from various perspectives. This program is designed to provide information on various human services and focuses primarily on Disability Services. Students will gain evidenced-based knowledge and skills and then apply them in real life at agencies during practical work. Through the various disciplines perspectives and courses focused specifically on disability, the student should demonstrate a well-rounded view of the human with an in-depth understanding of disability upon graduation.</p>
5d	<p>Append a PDF of the program’s course map<sup>11</sup> to the end of this form. <i>(Click <a href="#">HERE</a> for a sample curricular map.)</i></p>
5e	<p><i>(related to 2c)</i> Based on the SLOs from question 2c, which components will be evaluated, i.e. course mapping? For each student learning outcome identify in which courses it is covered in the curriculum and note whether employers, students, alumni, and/or faculty outside of the program were involved in the development of student learning outcomes. <i>(300 word limit).</i></p>

<sup>10</sup> An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

<sup>11</sup> Course mapping (or “curricular mapping”) is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is “introduced,” “developed,” and/or “mastered” within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

5f	<p>When will components be evaluated? Identify the review cycle for each student learning outcome. (e.g, every semester or each year) <i>(150 word limit)</i></p>
	<p><i>Assessment Data is collected annually and will be reported per the Univeristy Assessment Council schedule.</i></p>
5g	<p>When will the data be collected? (This may or may not be different from when the assessment is conducted.) <i>(150 word limit)</i></p>
	<p><i>1. RC 430 Learning Goal Contract jointly developed by the student, site supervisor, and university supervisor; and RC 430 Final Evaluation (collected annually)</i>  <i>2. Midterm and final evaluation in either RC 515 or RC 516 (collected annually)</i>  <i>3. Successful completion of required EPE 301 written and oral assignments with feedback from instructor, to demonstrate fulfillment of the GCCR requirement</i></p> <p><i>(see Appendix E)</i></p>
5h	<p>How will the data be collected? <i>(150 word limit)</i></p>
	<p><i>1. Fulfillment of contract and evaluations</i>  <i>2. Midterm and final evaluation</i>  <i>3. EPE 301: 15 page written assignment, student oral presentation</i></p> <p><i>(see Appendix E)</i></p>
5i	<p>What will be the benchmarks and/or targets to be achieved? <i>(150 word limit)</i></p>
	<p><i>PROGRAM GOALS:</i>  <i>Graduation of 18 students after year 4 of initial implementation of the program, 22 at year 2, 25 at year 3, and 29 at year 4 (as projected by OSPIE)</i></p> <p><i>STUDENT LEARNING GOALS:</i>  <i>Successful completion of Major Classes</i>  <i>Successful completion of Practicum</i></p> <p><i>STUDENT LEARNING OUTCOMES that are comparable to other Undergraduate programs; and as determined and revised by Rehabilitation Counseling program faculty (see Appendix E).</i></p>
5j	<p>What individuals or groups will be responsible for data collection? <i>(150 word limit)</i></p>
	<p><i>Instructors/Faculty will be required to provide data associated with Student Learning Outcomes, as described in Appendix E. The Rehabilitation Counseling Faculty will collect and analyze this data (currently, the Rehabilitation Counseling program uses Open Tools for Instructional Support for portfolios for Graduates, and may continue to utilize this for undergraduate academic data collection). The Undergraduate Program Coordinator will keep track of data related to student graduation rates, student learning goals, and student learning outcomes.</i></p>
5k	<p>How will the data and findings be shared with faculty? <i>(150 word limit)</i></p>
	<p><i>Interdisciplinary Disability Studies will engage in ongoing program evaluation, with input from current students and graduates of IDS, the Rehabilitation Counseling program's Advisory Board, and other IDS program constituents. Program review and futher evaluation will also take place at the Annual Faculty retreat, where data will be shared.</i></p>
5l	<p>How will the data be used for making programmatic improvements? <i>(150 word limit)</i></p>
	<p><i>That data will be used to determine whether SLOs are being achieved, and courses will be modified to improve attainment of the desired SLOs for the course as well as ultimate program objectives. In addition, programmatic changes and improvements will be based on program evaluations (student and advisory board), student program exist survey, and supervisor evaluation of practical work experiences with students and the IDS program. All sources of information on programmatic improvements will be reviewed and discussed by faculty, who will create plans to improve areas that have been identified for improvement, and</i></p>

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	<i>seek additional advisement from the Advisory Board on programatic improvement after results have been shared.</i>
5m	What are the measures of teaching effectiveness? (150 word limit) <i>Measures of teaching effectiveness will be measured by student success (as measured by meeting Student Learning Outcomes).</i>
5n	What efforts to improve teaching effectiveness will be pursued based on these measures? (150 word limit) <i>Annual Faculty review of Student Learning Outcomes. Individual faculty members will identify areas that need to be modified or improved. Faculty will consult peers in this process.</i>
5o	What are the plans to evaluate students' post-graduate success? (150 word limit) <i>Program exit survey and 5 year student survey, modeled after the Rehabilitation Counseling master's degree surveys.</i>

**6. Miscellaneous**

6a	Is there anything else about the proposed program that should be mentioned? (150 word limit)
	<i>n/a</i>

**7. Specific Course Requirements. [S, R]**

**UK Core Requirements**

		Course Prefix and Number	Number of Credit Hours
7a	I. Intellectual Inquiry (one course in each area)		
	Arts and Creativity	<i>Choose any course from approved list</i>	3
	Humanities	<i>Choose any course from approved list</i>	3
	Social Sciences	<i>PSY 100</i>	4
	Natural/Physical/Mathematical	<i>Choose any course from approved list</i>	3
7b	II. Composition and Communication		
	Composition and Communication I	<i>CIS or WRD 110</i>	3
	Composition and Communication II	<i>CIS or WRD 110</i>	3
7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations	<i>Choose any course from approved list</i>	3
	Statistical Inferential Reasoning	<i>Choose any course from approved list</i>	3
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA	<i>EPE 301</i>	3
	Global Dynamics	<i>Choose any course from approved list</i>	3
7e	<b>Total UK Core Hours:</b>		<b>31</b>

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

<b>7f Graduation Composition and Communication Requirement (GCCR)</b>				
7f.i	How will the GCCR be delivered in the proposed program? For each box checked, list the prefix and number for the relevant course(s), including any cross-listing(s).			
	<input type="checkbox"/> Single course within the program's home unit.			
	<input type="checkbox"/> Multiple courses within the program's home unit.			
	<input checked="" type="checkbox"/> Single course from outside <sup>12</sup> the program's home unit.	<i>EPE 301</i>		
	<input type="checkbox"/> Multiple courses from outside <sup>11</sup> the program's home unit.			
	<input type="checkbox"/> Combination of course(s) from inside and outside <sup>11</sup> the program's home unit.			
7f.ii	Course	Prefix & Number	Course Status <sup>13</sup>	
	Course #1	<i>EPE 301</i>	Existing	
	Course #2 ( <input type="checkbox"/> Not applicable.)		Select one....	
	Course #3 ( <input type="checkbox"/> Not applicable.)		Select one....	
	Course #4 ( <input type="checkbox"/> Not applicable.)		Select one....	
7f.iii	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.			
	Students will take EPE 301 Education in American Culture and earn an average grade of C or better on core components of this course. An average grade of C or better on course will to demonstrate the ability to identify and critically examine one or more contending views of education in America. This course also fullfills the UK core requirement.			
<b>7g College-level Requirements</b>				
How will college-level requirements be satisfied?				
	<input checked="" type="checkbox"/> Standard University college requirement	List course(s): <i>There are no specific college-level requirements for the College of Education</i>		
		<i>OR</i>		
	<input type="checkbox"/> Specific course(s)	List course(s):		
<i>Use the grids below to list core courses, electives, courses for a track, etc. Use the course title from the Bulletin or from the most recent new/change course form.</i>				
<b>7h* Program Major Core Courses.</b> (Required for <u>all</u> students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either "program core" or "pre-major/pre-professional".)				
Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status <sup>13</sup>
<i>EDP 202</i>	<i>Human Development and Learning</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
<i>SW 124</i>	<i>Introduction to Social Services</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing

<sup>12</sup> You must include a letter of support from the other unit. The letter must address delivery mechanisms and resources allocated for the specified GCCR course(s). Please convert the letter to a PDF and append to the end of this form.

<sup>13</sup> Use the drop-down list to indicate the current status of the course, i.e. if the course is an existing course that will not be changed, if the course is an existing course that will be changed, or if the course is a new course.

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

EDS 375	<i>Introduction to Education of Exceptional Children</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
GRN 250	<i>Aging in Today's World</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
RC 250	<i>Disability and Society</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
PSY 223	<i>Developmental Psychology</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
RC 300	<i>Introduction of Rehabilitation Counseling and Disability Across the Lifespan</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
RC 510	<i>Orientation to Rehabilitation Resources</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
RC 515/51	<i>Medical and Psychosocial Aspects of Disability I OR Med &amp; Psychosocial Aspects of Disability II</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
RC 520	<i>Principles of Rehabilitation Counseling</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
RC 540	<i>Chemical Dependency in Rehabilitation Counseling</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
RC 554	<i>Rural Rehabilitation</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
RC 530	<i>Cultural Diversity in Rehabilitation Counseling</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
EDS 546	<i>Transdisciplinary Services for Students with Disabilities: Transition</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
RC 560	<i>Supported Employment, Independent Living, and Transition</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Existing
RC 430	<i>Practicum in Interdisciplinary Disability Studies</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	5	New
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	5	Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
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		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
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		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

		<input type="checkbox"/> Pre-major/prof		
		<input type="checkbox"/> Pgm Core		Select one....
		<input type="checkbox"/> Pre-major/prof		
		<input type="checkbox"/> Pgm Core		Select one....
		<input type="checkbox"/> Pre-major/prof		
		<input type="checkbox"/> Pgm Core		Select one....
		<input type="checkbox"/> Pre-major/prof		
		<input type="checkbox"/> Pgm Core		Select one....
		<input type="checkbox"/> Pre-major/prof		
<b>Total Core Courses Credit Hours:</b>			<b>50</b>	
7i	Is there any narrative about pre-major or pre-professional courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<p><i>Students need to complete UK Core requirements by fulfilling four UK Core areas:</i>  <i>Intellectual Inquiry (12 credit hours) - Students are required to take PSY 100 (4 credit hours) and choose 1 course for each of the following, from approved lists: Arts and Creativity, Humanities, and Natural/Physical/Mathmatical.</i>  <i>Composition and Communication (6 credit hours) - Choose courses from approved list.</i>  <i>Quantitative Reasoning (6 credit hours) - Choose courses from approved list.</i>  <i>Citizenship (6 credit hours) - Students are required to take EPE 301 and choose another course from Global Dynamics approved list.</i></p>				
7j	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<p><i>The principal objective of the Interdisciplinary Disability Studies (IDS) is to prepare students for service provision through the use of evidenced-based practices; and also to prepare students who may be interested in matriculating to graduate level education, in areas such as Rehabilitation Counseling and Social Work.</i></p>				
<b>Program Guided Electives<sup>14</sup> (Guided electives for <u>all</u> students in the program.)</b>		<input type="checkbox"/> <b>Not Applicable</b>		
7k*	Does the program include any guided electives? (If "No," indicate & proceed to 7n.)	Yes <input checked="" type="checkbox"/>	No <sup>15</sup> <input type="checkbox"/>	
7l	Is there any narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<p><i>Students admitted to the Interdisciplinary Disability Studies program will enroll in Guided Course Electives, Parts I &amp; II. Guided Course Electives will include 6 credits from PSY, SOC, EDS, IEC, or EDP (Part I); and 21 credits from various departments including PSY, SOC, SW, EDP, EDS, IEC, ANT, and BSC (Part II). Program guided course electives are provided below. Students cannot count the same course for both Part I and Part II.</i></p> <p><i>Part I: 6 credits from PSY, SOC, SW, EDP, EDS or IEC</i></p>				

<sup>14</sup> Program guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

<sup>15</sup> If "No," proceed to question 7n.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	<p><i>PSY 302, 333</i>  <i>SOC 235, 337, 338, 350, 355, 439</i>  <i>SW 222, 325</i>  <i>EDP 305, 513, 522, 545</i>  <i>EDS 516, 530, 570</i>  <i>IEC 255, 546</i></p> <p><i>Part II: 21 Credits from PSY, SOC, SW, EDP, EDS, IEC, ANT, or BSC</i>  <i>PSY 302, 333</i>  <i>SOC 235, 337, 338, 350, 355, 439</i>  <i>SW 222, 325</i>  <i>EDP 305, 513, 522, 545</i>  <i>EDS 516, 530, 570</i>  <i>IEC 255, 546</i>  <i>ANT 101, 220, 230, 251, 339, 440</i>  <i>BSC 331</i></p>
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7m*	Using the grid provided, list the guided electives below.
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Prefix & Number	Course Title	Credit Hrs	Course Status
<i>PSY 302</i>	<i>Psychology in Business and Industry</i>	<i>3</i>	<i>Existing</i>
<i>PSY 333</i>	<i>Abnormal Psychology</i>	<i>3</i>	<i>Existing</i>
<i>SOC 235</i>	<i>Inequalities in Society</i>	<i>3</i>	<i>Existing</i>
<i>SOC 337</i>	<i>Juvenile Delinquency</i>	<i>3</i>	<i>Existing</i>
<i>SOC 338</i>	<i>Family Violence</i>	<i>3</i>	<i>Existing</i>
<i>SOC 350</i>	<i>Special Topics in Sociology</i>	<i>3</i>	<i>Existing</i>
<i>SOC 355</i>	<i>Sociology of Health and Illness</i>	<i>3</i>	<i>Existing</i>
<i>SOC 439</i>	<i>Special Topics in Crime, Law &amp; Deviance</i>	<i>3</i>	<i>Existing</i>
<i>SW 222</i>	<i>Development of Social Welfare</i>	<i>3</i>	<i>Existing</i>
<i>SW 325</i>	<i>Social Justice Foundations</i>	<i>3</i>	<i>Existing</i>
<i>EDP 513</i>	<i>Social Aspects of Behavior</i>	<i>3</i>	<i>Existing</i>
<i>EDP 522</i>	<i>Psychological and Educational Tests and Measurements</i>	<i>3</i>	<i>Existing</i>
<i>EDP 545</i>	<i>Psychology of the Black Experience</i>	<i>3</i>	<i>Existing</i>
<i>EDS 516</i>	<i>Principles of Behavior Management and Instruction</i>	<i>3</i>	<i>Existing</i>
<i>EDS 530</i>	<i>Introduction to Moderate and Severe Disabilities</i>	<i>3</i>	<i>Existing</i>
<i>EDS 570</i>	<i>Learning and Behavioral Disabilities</i>	<i>3</i>	<i>Existing</i>
<i>IEC 255</i>	<i>Child Development</i>	<i>3</i>	<i>Existing</i>
<i>IEC 546</i>	<i>Transdisciplinary Services for Students with Disabilities for young children</i>	<i>3</i>	<i>Existing</i>
<i>ANT 101</i>	<i>What Makes Us Human? Introduction to Anthropology</i>	<i>3</i>	<i>Existing</i>
<i>ANT 220</i>	<i>Introduction to Cultural Anthropology</i>	<i>3</i>	<i>Existing</i>
<i>ANT 230</i>	<i>Introduction to Biological Anthropology</i>	<i>3</i>	<i>Existing</i>
<i>ANT 251</i>	<i>Global Health: Culture, Pathologies and Social Inequalities</i>	<i>3</i>	<i>Existing</i>
<i>ANT 339</i>	<i>Human Rights in Global Perspective</i>	<i>3</i>	<i>Existing</i>
<i>BSC 331</i>	<i>Behavioral Factors in Health and Disease</i>	<i>3</i>	<i>Existing</i>
<i>EDP 305</i>	<i>Introduction to Counseling Skills</i>	<i>3</i>	<i>Existing</i>



**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

		Select one....
		Select one....
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		Select one....
		Select one....
		Select one....
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		Select one....
		Select one....
		Select one....
		Select one....

*Total Credit Hours as Guided Electives: 27 credits*

<b>7n*</b>	<b>Program Free Electives<sup>16</sup>.</b> (Free electives for <u>all</u> students in the program, which includes general elective hours required by college and/or University (e.g. UK Core) for degree completion.)	<input type="checkbox"/> <b>Not Applicable</b>
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<b>7o*</b>	What is the total number of credit hours in free electives?	<i>12 credits</i>
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<b>7p</b>	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit) <i>Select 12 credits of free elective classes of your choice.</i>
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<b>7q</b>	<b>Courses for a program’s track(s).</b> Check the appropriate box to describe the course as either “a core course for the track” or “an elective course for the track.” (Click <a href="#">HERE</a> for a template for additional tracks <sup>17</sup> .)	<input checked="" type="checkbox"/> <b>Not Applicable</b>
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Track name:

Prefix & Number	Course Title	Credit Hrs	Course Status
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective		Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective		Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective		Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective		Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective		Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective		Select one....

<sup>16</sup> Program free electives are available to all students in the program and the choice of which course(s) to take is up to the student. The courses are not grouped and are sometimes described as “student must take three courses at the 400-level or above.”

<sup>17</sup> Append a PDF with each track’s courses to the end of this form.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

		<input type="checkbox"/> Track Core		Select one....
		<input type="checkbox"/> Track Elective		
		<input type="checkbox"/> Track Core		Select one....
		<input type="checkbox"/> Track Elective		
		<input type="checkbox"/> Track Core		Select one....
		<input type="checkbox"/> Track Elective		
		<input type="checkbox"/> Track Core		Select one....
		<input type="checkbox"/> Track Elective		

*Total Credit Hours Track:*

7r	Is there any narrative about courses for a track that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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7s	Total Credit Hours Required by Level. (below)				
	100-level: 3	200-level: 12	300-level: 9	400-level: 3	500-level: 24

7t	What is the total number of credit hours required for the degree? (e.g. 120, 126)	120
	If an explanation about the total credit hours is necessary, use the space below. (150 word limit)	

**8. Degree Plan**

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. If multiple tracks are available, click <a href="#">HERE</a> for a template for additional tracks. Append a PDF with each track's semester-by-semester program of study to the end of this form.			
	<b>YEAR 1 - FALL:</b>	<i>See Appendix F</i>	<b>YEAR 1 - SPRING:</b>	
	<b>YEAR 2 - FALL :</b>		<b>YEAR 2 - SPRING:</b>	
	<b>YEAR 3 - FALL:</b>		<b>YEAR 3 - SPRING:</b>	
	<b>YEAR 4 - FALL:</b>		<b>YEAR 4 - SPRING:</b>	

8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. (150 word limit)
	<i>The B.A. Degree in Interdisciplinary Disability Studies program provides introduction material, reinforces and emphasizes all materials these materials. For example, see the Curriculum Map found in Appendix G.</i>

**9. Approvals/Reviews**

Information below about the review process does not supersede the requirement for individual letters of support from educational unit administrators and from educational subunit administrators.

	<b>Reviewing Group Name</b>	<b>Date Approved</b>	<b>Contact Person Name/Phone/Email</b>
9a	(Within College)		
	<i>Rehabilitation Counseling Program</i>	<i>8/20/18</i>	<i>Jackie Rogers / (859) 257-5284 / jackie.rogers@uky.edu</i>
	<i>Department of Early Childhood, Special Education, and</i>	<i>8/20/18</i>	<i>Ralph Crystal / (859) 257-8275 / ralph.crystal@uky.edu</i>

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	<i>Rehabilitation Counseling</i>		
	<i>Courses and Curricula</i>	<i>8/7/18</i>	<i>Jane Jensen / (859) 257-1929 / jjensen@uky.edu</i>
	<i>Interim Associate Dean for Academic Programming, Accreditation, and Programming</i>	<i>9/21/18</i>	<i>Melody Noland / (859) 257-4746 / melody.noland@uky.edu</i>

<b>9b</b>	<b>(Collaborating and/or Affected Units)</b>		
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<b>9c</b>	<b>(Senate Academic Council)</b>	<b>Date Approved</b>	<b>Contact Person Name</b>
	Undergraduate Council		
	Health Care Colleges Council (if applicable)		

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

<b>INFORMATION REQUIRED BY CPE AND SACS</b>	
<b>10. Program Overview – Program Quality and Student Success</b>	
10a	<p>Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? (300 word limit)</p> <p><i>The proposed program builds upon a nationally recognized department in rehabilitation counseling. The graduate programs in this department are ranked 6th in the nation by US News &amp; World Report, and include the expertise of Dr. Debra Harley, who has received national recognition for her research and education, and served as the former Commissioner of the Council on Rehabilitation Counselor Certification. Additionally, this program builds upon the existing relationship between the Human Development Institute (HDI) and the rehabilitation counseling department. HDI has been the recipient of many federal grants, is well-connected in the community, and offers additional opportunities for undergraduate students, including a certificate program in Universal Design.</i></p> <p><i>This undergraduate program will grow alongside two currently CACREP-accredited graduate level programs, offering undergraduate students access to nationally respected faculty as well as appropriate and effective pedagogy and curriculum. As the only rehabilitation counseling department in the state, the collaboration between the graduate and undergraduate program will be extremely valuable for students entering this department.</i></p>
10b	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p> <p><i>The proposed program will hold high standards for students, in accordance with the standards in the department as a whole. In order to foster student success, and satisfaction, professional advising will be used. Additionally, at the end of their sophomore year, students will be required to formally apply for entry into the program, and admission will require a minimum GPA of 2.5. Program staff and faculty will work closely with students, performing regular evaluations in order to monitor student progress, to identify any potential problems, and to remedy any possible issues quickly, while working alongside the student to ensure autonomy. Remedial procedures will be administered when necessary, ideally to ensure that students have the opportunity to complete the program at the level expected. It is understood that all students require different mechanisms to perform at their best, and therefore these student evaluations will be considered across the advisory committee, and remediations will be considered on an individual basis.</i></p>
10c	<p>Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)</p> <p><i>The proposed program will not articulate with related programs in the state. The most related program is a Bachelor of Science in Human Services and Addictions at Northern Kentucky University. The proposed program is inherently different from the NKU program given its focus on a comprehensive understanding of disability across the lifespan, as well as student mastery of service provision practices for individuals living with any disability, not just addictions. The Interdisciplinary Disability Studies (IDS) program has discussed and established a preliminary pathway for IDS, as created in conjunction with the UK/BCTC Transfer Program. The preliminary pathway for IDS awards students an Associate of Arts from KCTCS before starting the IDS program at UK, at the beginning of their third year. See Appendix L for documents that outline the preliminary pathway for IDS from KCTCS, an Associate of Arts audit from KCTCS (i.e., KCTCS process, all the general education courses at KCTCS), as well as a list of the course equivalencies that KCTCS is using for the preliminary pathway.</i></p>
10d	<p>Identify the applicant pool and how applicants will be reached. (300 word limit)</p> <p><i>The applicant pool includes all high school graduates with an interest in human services and/or disability, from the state of Kentucky and elsewhere. Additionally, this field frequently lends itself to non-traditional students who are seeking a new career. Applicants will be reached using Jenna DeMastes (see Appendix I), a</i></p>

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

*recruiter working for the College of Education at UK, who will promote the program at regional high schools (see Appendix I) . Radio advertisements, on both student radio and NPR, will also be used in order to stimulate interest and reach a broad population of prospective students. Program staff/faculty will also reach out to local chapters of Psi Beta in order to promote this new program. In addition, The Interdisciplinary Disability Studies (IDS) program has discussed and established a preliminary pathway for IDS, created in conjunction with the UK/BCTC Transfer Program. The preliminary pathway for IDS awards students an Associate of Arts from KCTCS before starting the IDS program at UK, at the beginning of their third year. See Appendix I for additional recruiting documents that outline the preliminary pathway for IDS from KCTCS, an Associate of Arts audit from KCTCS (i.e., KCTCS process, all the general education courses at KCTCS), as well as a list of the course equivalencies that KCTCS is using for the preliminary pathway.*

**11. Mission: Centrality to the Institution’s Mission and Consistency with State’s Goals**

11a\* *(related to 2b) Explain how the program objectives support at least two aspects of [UK’s institutional mission and academic strategic plan](#)? (150 word limit)*

*The objectives of the IDS program align with UK’s strategic objectives for undergraduate student success; especially that of strategic initiative 2: Enhance students’ learning and their preparation for contributing to a rapidly changing world as leaders and scholars through the provision of new and innovative curricular offerings and state-of-the art teaching. Disability-centered issues are rapidly coming to the forefront of policy and social awareness, and IDS will adequately prepare students to be at the head of these arenas. Additionally, the IDS program directly works towards the Diversity & Inclusivity objective in not only the content taught, but the encouragement of students to become advocates for people with disabilities. The program also actively encourages and accepts students with disabilities into the program.*

11b\* *(related to 2b) How do the program objectives support at least two aspects of the Council on Postsecondary Education’s (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit)*

*The new BA in Interdisciplinary Disability Studies addresses at least four of CPE's strategic goals. If a measure of student success is employment and job creation, we believe that this pre-professional, terminal degree will produce highly trained graduates capable of fulfilling a wide variety of human service related and disability/rehabilitation specific jobs (students will be career ready upon completion of this degree). Based on the Master’s and PhD level programing for the Rehabilitation Counseling program, this program will draw from a diverse pool of applicants. The nature of the program recognizes and promotes the importance of diversity, including cultural competence, as is evidenced by the curriculum. Graduates of this program will be well-prepared citizens, who will have the skill set and knowledge to provide pre-professional services to many underserved populations, including those with disabilities. The nature of the program fits well with University of Kentucky’s Land-Grant status, as this program is aimed at directly giving back to the community, through addressing the employment shortage and filling a variety of rehabilitation and human service related employment openings that are projected to increase in the coming years. No similar broad-based undergraduate Interdisciplinary Disability Studies KY programs exist.*

11c\* *If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form.*   
*(E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)*

**12. Resources**

12a\* *How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit)*

*Program faculty from various departments is only shared in the fact that the IDS program has received approval to include specific Major Core Courses and/or Program Guided Electives. The IDS program (as well as the Rehabilitation Counseling Program underwhich IDS falls) cross lists some course work with Social Work. IDS is collaborating with EPE on the GCCR credit. Finally, there is always room for collaborative research, which is highly encouraged.*

12b *What will be the projected “faculty-to-student in major” ratio? (150 word limit)*

*1 faculty member to 12 students*

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

12c	<p>Describe the library resources available<sup>18</sup> to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. (300 word limit)</p>
<p><i>It is important to note that this program does not have the research expectations associated with other bachelor degree programs. Candidates do not have to complete a research project or a thesis. There are assignments within the program that require some exploration of evidence-based research, and candidates will need to access UK Libraries for papers or projects. The electronic archives available through UK Libraries are sufficient for these purposes. Faculty also have access to these same services through UK Libraries. Other services provided by UK Libraries include access to databases, campus libraries throughout campus (both specialized and general), knowledgeable librarians, Interlibrary Loan, research help, classes and workshops, course guides developed for specific courses or disciplines, a writing center, up-to-date technology, a media depot, technology help at The Hub, Presentation-U, audio and visual services, student computing stations, and collaboration and study spaces.</i></p>	
12d	<p>Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. (300 word limit)</p>
<p><i>This program will use existing space (i.e., existing classrooms) and equipment that is already provided by the University and the College of Education. Equipment is up-to-date and includes offices, classrooms, laboratory spaces, access to UK Library System and services, and also access to the Disability Resource Center, which provides many services and the appropriate accommodations and equipment to students with disabilities.</i></p>	
<p><b>13. Demand and Unnecessary Duplication</b></p>	
13a*	<p>Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. (300 word limit)</p> <ul style="list-style-type: none"> <li>• This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution.</li> <li>• Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program.</li> <li>• Provide evidence of student demand at state and national levels.</li> </ul>
<p><i>Degree productions in this area have been consistently growing since 2011, and the Bureau of Labor Statistics (BLS) projects that potential career opportunities in Social and Human Services and Rehabilitation Counseling to be on the rise faster than the average for other occupations. Given the rapidly growing populations of the elderly, veterans with disabilities, and children with neurodevelopmental disabilities, there is certainly a national need for individuals with disability specific training and skills. The United States Bureau of Labor Statistics (BLS), which predict that employment in Community and Social Service jobs are expected to grow through 2026. At a bachelor's degree level, the BLS projects a 16 % job growth rate in Social and Human Service Assistants. In Kentucky, this same group of jobs (Social and Human Service Assistants) has a long-term projected growth of 23.8% from 2014-2024, with projected average annual job openings of 330 Kentucky jobs per year.</i></p> <p><i>To further identify demand for this Disability and Human Service program, enrollment in comparable undergraduate programs is growing. Dr. Penny Willmering of Arkansas Tech University reported that in 2017, 248 students were enrolled in their undergraduate program, which had grown 30% in the previous four years (May 5, 2017). Dr. Jim Herbert of the Pennsylvania State University indicated that their undergraduate program had over 350 students, with an average annual growth of 15% over the past seven years (October 28, 2016). In 2018, Alabama State University had an enrollment of 230 students and graduated over 200 students in the past two years (D. Stapleton, March 5, 2018). Auburn University reported</i></p>	

<sup>18</sup> Please contact OSPIE ([OSPIE@Luky.edu](mailto:OSPIE@Luky.edu)) for more information.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

	<p><i>a current enrollment of 150 students in their major, with a graduation rate that doubled in the past ten years (N. Derzis, March 5, 2018).</i></p> <p><i>In a July 2018, COE survey of Rising Sophmores and Juniors, demonstrated an overwhelming interest in a program in IDS (formerly titled Disability and Human Studies), as well as desire to recommend this program to fellow students and friends. See Appendix H.</i></p>		
13b	<p>Clearly state the degree completion requirements for the proposed program. (150 word limit)</p>		
	<p><i>The student will meet all degree completion requirements when the student has satisfactorily applied and been accepted into the Interdisciplinary Disability Studies. Completion requirements for the BA: Complete all major and university core required course for the degree, and maintained a GPA of 2.5 or better upon graduation from the Interdisciplinary Disability Studies program.</i></p>		
13c*	<p>Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
	<p>If "Yes," explain: <i>This program will enhance existing Master's program in Rehabilitaiton Counseling, with the possibility of enhancing the Rehabilitation Counseling Ph.D. program (e.g., through either students who enter the Rehabilitation Counseling Ph.D. Program due to undergraduate interests, allow for a diversity of teaching experiences for current Rehabilitation Counseling Ph.D. students who are required to teach a course and may serve as instructors of IDS courses).</i></p>		
13d	<p>Identify the primary feeders for the program. (150 word limit)</p>		
	<p><i>The Interdisciplinary Disability Studies (IDS) program has discussed and established a preliminary pathway for IDS, created in conjunction with the UK/BCTC Transfer Program. The preliminary pathway for IDS awards students an Associate of Arts from KCTCS before starting the IDS program at UK, at the beginning of their third year. See Appendix I for additional documents that outline the preliminary pathway for IDS from KCTCS, an Associate of Arts audit from KCTCS (i.e., KCTCS process, all the general education courses at KCTCS), as well as a list of the course equivalencies that KCTCS is using for the preliminary pathway. Other potential feeders for the program include HDI Certificate Programs and incoming UK students (e.g., freshman, returning, non-traditional students).</i></p>		
13e	<p>Describe the student recruitment and selection process. (300 word limit)</p>		
	<p><i>The Interdisciplinary Disability Studies program is collaborating with College of Education Recruiter, Jenna Demastes (See recruitment plan in Appendix I). Admissions to the Major is open to all incoming students, however at the end of the student's sophomore year the student will submit an application for formal Admission into the Interdisciplinary Disability Studies program. Formal admission require a minimum GPA of 2.5 and Faculty Approval of candidates.</i></p>		
13f*	<p>Specify any distinctive qualities of the proposed program. (300 word limit)</p>		
	<p><i>The IDS program is a distinct program in its focus on people with disabilities and facilitating students' understanding of disability across the lifespan. Students in KHP and SW majors will also learn about disability, but often with a different application or goal. Furthermore, the objectives and SLOs of the IDS program are unique in their central focus on disability, and its impact across the lifespan. This is a very different focus from health promotion or kinesiology, where students are prepared as educators. This is also unique from social work in that the objectives of the social work program are not specifically about disability or rehabilitation, rather are more policy driven. Additionally, the social work program is specific to students who want to become social workers, whereas the IDS program provides the opportunity for students to explore multiple career opportunities within human services and rehabilitation.</i></p>		
13g	<p>Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. (300 word limit)</p>		

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

*Degree productions in this area have been consistently growing since 2011, and the Bureau of Labor Statistics (BLS) projects that potential career opportunities in Social and Human Services and Rehabilitation Counseling to be on the rise faster than the average for other occupations. The BLS, which predict that employment in Community and Social Service jobs are expected to grow through 2026. At a bachelor's degree level, the BLS projects a 16 % job growth rate in Social and Human Service Assistants. In Kentucky, this same group of jobs (Social and Human Service Assistants) has a long-term projected growth of 23.8% from 2014-2024, with projected average annual job openings of 330 Kentucky jobs per year.*

*To further identify demand for this Interdisciplinary Disability Studies (IDS) program, enrollment in comparable undergraduate programs is growing. Dr. Penny Willmering of Arkansas Tech University reported that in 2017, 248 students were enrolled in their undergraduate program, which had grown 30% in the previous four years (May 5, 2017). Dr. Jim Herbert of the Pennsylvania State University indicated that their undergraduate program had over 350 students, with an average annual growth of 15% over the past seven years (October 28, 2016). In 2018, Alabama State University had an enrollment of 230 students and graduated over 200 students in the past two years (D. Stapleton, March 5, 2018). Auburn University reported a current enrollment of 150 students in their major, with a graduation rate that doubled in the past ten years (N. Derzis, March 5, 2018).*

*In a July 2018, COE survey of Rising Sophmores and Juniors, demonstrated an overwhelming interest in a program in IDS, as well as desire to recommend this program to fellow students and friends. Approximately half of the repondents noted that this program would have impacted their attending University of Kentucky. See Appendix H.*

*The IDS program is the only program of it's kind in Kentucky. Advisory Board constituents also express the need for graduates from a bachelor degree disability program (see Appendix J).*

13h Use table below to estimate student demand for the first five years following implementation.

Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
2019 - 2020	0	9
2020 - 2021	0	21
2021 - 2022	0	38
2022 - 2023	18	61
2023 - 2024	22	73

13i Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)

*The Council on Accreditation of Counseling and Related Educational Programs (CACREP) recently acknowledged the importance and growth of undergraduate programs in rehabilitation sciences. This trend toward supporting undergraduate programs, demonstrates that these areas are not only in demand, but are also growing and being supported by organizations in the field. Academically, there are few programs that provide the comprehensiveness and depth about disability that allow for students to truly become advocates and champions for this growing population.*

13j Has the Council on Postsecondary Education identified similar programs? Yes  No

*(Please contact OSPIE ([OSPIE@L.uky.edu](mailto:OSPIE@L.uky.edu)) for help with this question.)*

If "Yes," the following questions (5h1 – 5h5) must be answered.

(1) Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? (150 word limit) Yes  No

*If "Yes," explain: The proposed program will not articulate with related programs in the state. The most related program is a Bachelor of Science in Human Services and Addictions at Northern Kentucky University. The proposed IDS program is inherently different from the NKU program given its focus on a comprehensive understanding of disability across the lifespan, as well as student mastery of service provision practices for individuals living with any disability, not just addictions and mental health conditions. NKU's*



**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

<p><i>curriculum reinforces this with a concentrated focus on addictions and introduction to psychiatric/mental health professions and courses that include focus on instruction to groups and also working with families. The IDS program is a broadbased human studies type of a program, with (as noted above) a focus on understanding the holistic nature of disability across the lifespan and provision of services to those with any number or types of disabilities.</i></p>			
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," explain: <i>Yes, NKU serves students in Northern Kentucky</i>			
(3)	Is access to existing programs limited? (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," explain: <i>The IDS Program is the only program of it's kind in Kentucky.</i>			
(4)	Is there excess demand for existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," explain:			
(5)	Will there be collaboration between the proposed program and existing programs? (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.			
<i>The Rehabilitation Counseling program, who will house the Interdisciplinary Disability Studies (IDS) program, also has accredited masters and Ph.D. programs. There may be collaboration with these programs and the IDS program, at some level.</i>			
13k*	Are there similar programs in other <a href="#">Southern Regional Education Board (SREB)</a> states in the nation?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.			
13k.i*	Identify similar programs in other SREC states and in the nation.		
	<p>Examples:</p> <p>Alabama State University (AL) - Rehabilitation Services  Auburn (AR) - Rehabilitation and Disability Studies  Arkansas Tech University - Rehabilitation Science  East Carolina - Rehabilitation Services  Southern University (LA) - Disability Services  Springfield College (MA) - Rehabilitation and Disability Studies  Stephen F. Austin State University (TX) - Rehabilitation Services  University of Memphis (TN) - Disability Studies and Rehabilitation Services  University of Texas Rio Grande Valley (TX) - Rehabilitation Services</p>		
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," explain. (300 word limit)			
13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," explain. (300 word limit)			
Most students are from in-state (Kentucky) and this is the only existing program of its type in Kentucky.			

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

13k.iv*	Is access to existing programs limited? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13k.v*	Is there excess demand for existing similar programs? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13k.vi*	Will there be collaboration between the proposed program and existing programs? If "No," explain. (300 word limit)  The National Council on Rehabilitation Education has a sub-council on Rehabilitation and Disability Studies, which provides collaboration and the opportunity for further collaboration between Undergraduate Rehabilitation and Disability studies programs across the nation.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
13l	Would your institution like to make this program available through the <a href="#">Academic Common Market</a> <sup>19</sup> ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
13m	<p>Clearly describe evidence of employer demand or discipline needs. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (300 word limit)</p> <p><i>The United States Bureau of Labor Statistics (BLS), which predict that employment in Community and Social Service jobs are expected to grow through 2026. At a bachelor's degree level, the BLS projects a 16 % job growth rate in Social and Human Service Assistants. In Kentucky, this same group of jobs (Social and Human Service Assistants) has a long-term projected growth of 23.8% from 2014-2024, with projected average annual job openings of 330 Kentucky jobs per year. This growth rate is attributed to several factors, including an aging population with needs for increased access to health care and related services, adult day services, group homes, and an increase in treatment alternatives to incarceration (e.g., substance abusetreatment). Students graduating with a IDS degree will contribute to the mandate for Land-Grant Institutions, to identify and serve the needs of the public, that the University of Kentucky upholds. Specific to local needs, the Rehabilitation Counseling Advisory Board has specifically indicated desire and need for qualified individuals to fullfill entry level positions at their local agencies and specifically for Bachelor's level graduates of programs specializing in disability. Advisory Board members have reiterated this desire and need, over the past four or more years at annual Rehabilitation Counseling Advisory Board meetings (Appendix J).</i></p>		
13n*	<p>Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.</p> <p><i>Employment options in human service positions include intake interviewers, employment and placement developers, case managers, educational and vocational assessment assistants, job coaches, and social and community service support staff. Community constituents and stake holders of the Rehabilitation Counseling program have expressed a need for personnel who are competent and knowledgeable in disability, to fill employment positions within their agencies, further supporting the need for a program in Interdisciplinary Disability Studies.</i></p> <p><i>The United States Bureau of Labor Statistics (BLS), which predict that employment in Community and Social Service jobs are expected to grow through 2026. At a bachelor's degree level, the BLS projects a 16 % job growth rate in Social and Human Service Assistants. In Kentucky, this same group of jobs (Social and Human Service Assistants) has a long-term projected growth of 23.8% from 2014-2024, with projected</i></p>		

<sup>19</sup> Please contact OSPIE ([OSPIE@L.uky.edu](mailto:OSPIE@L.uky.edu)) for more information.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

*average annual job openings of 330 Kentucky jobs per year. The Occupational Outlook Handbook estimated the median annual wage for social and human service assistants was \$33,120 in May 2017. Growth rate is attributed to several factors, including an aging population with needs for increased access to health care and related services, adult day services, group homes, and an increase in treatment alternatives to incarceration (e.g., substance abusetreatment). Students graduating with a IDS degree will contribute to the mandate for Land-Grant Institutions, to identify and serve the needs of the public, that the University of Kentucky upholds. Specific to local needs, the Rehabilitation Counseling Advisory Board has specifically indicated desire and need for qualified individuals to fullfill entry level positions at their local agencies and specifically for Bachelor's level graduates of programs specializing in disability. Advisory Board members have reiterated this desire and need, over the past four or more years at annual Rehabilitation Counseling Advisory Board meetings. See Appendix J.*

**14. Assessment and Oversight**

14a Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (300 word limit)

*See Appendix E*

14b\* Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program. (300 word limit)

*See Appendix E*

**15. Cost and Funding of the Proposed Program<sup>20</sup>**

15a Will this program require additional resources? Yes  No

If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. (300 word limit)

*The program will require ONE Clinical Assistant Professor in Year 1 and ONE additional Clinical Assistant Professor in Year 3 (total of 2 additional Clinical Assistant Professors)*

15b Will this program impact existing programs and/or organizational units within your institution? (300 word limit) Yes  No

If "Yes, briefly describe.

15c Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. Note whether the program is predicted to: increase retention rates; increase revenue; attract a new pool of students; meet employment needs in the state; feed into fields that have been shown to be beneficial to the economic needs of the state, etc. (300 word limit)

*Documentation to offset costs include student tuition, increasing a the pool of students matriculating to the Rehabilitation Counseling Master's program, BLS statistics as noted above, and Advisory Board expressed need (see Appendix J).*

**16.\* Budget Funding Sources, by Year of Program (Please answer in terms of dollar amounts.)**

**(Please note – all the fields in number 16 are required for the CPE's pre-proposal form.)**

Total Resources Available from Federal Sources	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					

<sup>20</sup> For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

Existing					
Narrative/Explanation:	<i>No additional funding will be needed because no additional staff will be needed and no faculty will be hired from Federal Sources.</i>				
<b>Total Resources Available from Other Non-State Sources:</b>	0				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation:					
<b>State Resources</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation:	<i>No additional funding will be needed because no additional staff will be needed and no faculty will be hired from State Resources.</i>				
<b>Internal</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
(New) Allocated Resources					
(Existing) Reallocated Resources					
Narrative/Explanation:	<i>No additional funding will be needed. Existing resources will be utilized.</i>				
<b>Student Tuition</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New	137050	343740	657642	1108524	1759619
Existing					
Narrative/Explanation:					
<b>Total Funding Sources</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<u>Total New</u>	137050	343740	657642	1108524	1759619
<u>Total Existing</u>					
<b>17. Breakdown of Program Expenses/Requirements<sup>4</sup></b>					
<b>(Please note – all the fields in number 17 are required for the CPE’s pre-proposal form.)</b>					
<b>Staff: Executive, Administrative &amp; Managerial</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation:	<i>The program will be based on existing Staff resources.</i>				
<b>Faculty</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New	80,010	80,010	160,020	160,020	160,020
Existing					

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

Narrative/Explanation:	<i>1 New Clinical Assistant Professor will be added in the 1<sup>st</sup> Year of the Program. An additional (1) New Clinical Assistant Professor will be hired in the 3<sup>rd</sup> year of the Program.</i>				
<b>Student Employees</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:	<i>No additional funding will be needed because no Student Employees will be added.</i>				
<b>Equipment and Instructional Materials</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:	<i>No additional funding will be required for Equipment and Instructional Materials. The Program will use existing Equipment and Instructional Materials.</i>				
<b>Library</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:	<i>No additional funding will be required. Existing University of Kentucky Library resources will be utilized.</i>				
<b>Contractual Services</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:	<i>No additional funding will be needed for Contractual Services, as the program will not utilize Contractual Services that cost.</i>				
<b>Academic and/or Student Services</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:	<i>Existing services will be utilized.</i>				
<b>Other Support Services</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:	<i>No additional funding will be required for Other Support Services.</i>				
<b>Faculty Development</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**

Narrative Explanation/Justification:	<i>No additional funding will be required for Faculty Development.</i>				
<b>Assessment</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:	<i>No additional funding will be required for Assessment.</i>				
<b>Other</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:	<i>N/A</i>				
<b>Total Program Budgeted Expenses/Requirements</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New	80,010	80,010	160,020	160,020	160,020
Existing					
<u>TOTAL</u> Program Budgeted Expenses/Requirements:	640,080				
<b>GRAND TOTAL</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
TOTAL NET COST:	57,040	263,730	497,622	948,504	1,236,176

**18. Course Descriptions**

18a	<b>Program Core Courses (includes pre-major and pre-professional courses)</b>
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
	<i>See Appendix K</i>
18b	<b>Program Guided Electives Courses (for the major)</b>
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
	<i>See Appendix K</i>

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**


**18c Program Free Electives Courses**

<b>Prefix &amp; Number</b>	<b>Course Description (from the Bulletin or the most recent new/change course form)</b>

**18d Courses for a Track.** (If multiple tracks are available, click [HERE](#) for a template for additional tracks. Append a PDF to the end of this form with each track’s courses and descriptions.)

<b>Prefix &amp; Number</b>	<b>Course Type</b>	<b>Course Description (from the Bulletin or the most recent new/change course form)</b>
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
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	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	

**PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM**



# APPENDIX

Appendix A:  
OSPIE CORRESPONDENCE/REPLY FROM OSPIE

# Re: CIP Code for New Undergraduate Program in Disability and Human Studies

Office of Strategic Planning and Institutional Effectiveness

Thu 3/8/2018 9:52 AM

To: Maxwell, Kristin <klmaxwell@uky.edu>;

2 attachments (414 KB)

KY Acad Inventory\_51.1599.pdf; National Trends in Degrees Conferred.pdf;

Hi Kristin,

Thank you for your email. We are confirming your CIP CODE Selection of **51.1599** for the new program in Disability and Human Studies, Bachelors. To assist you with completing the New Undergraduate Degree Program Form we are attaching some additional documentation.

1) CPE's Kentucky Academic Program Inventory (Attached) - This is a list of all similar programs (as defined by CIP Code) authorized to provide instruction within the state of Kentucky. This will help you answer questions 13j.

2) National Trends in Degrees Conferred (Attached) - This is a national list of all degrees conferred in similar programs (as defined by CIP Code). This can provide guidance in answering 13h and 13a

3) Employment Data (links)- These links may help you answer questions 13a, 13m, and 13 n

- <https://public.tableau.com/profile/r.pearson#!/vizhome/ProgramExplorer/ProgramExplorer> - Labor Statistics Tab
- <https://public.tableau.com/profile/r.pearson#!/vizhome/BenchmarkingDegreeProduction/Information>
- <http://www.uky.edu/ie/undergraduate-program-approval-process>- additional resources

4) CIP Code Description:

**Detail for CIP Code 51.1599**

**Definition: Any instructional program in mental and social health services and allied professions not listed above. Title: Mental and Social Health Services and Allied Professions, Other.**

Please submit the substantive change checklist as soon as possible and let us know if we can be of further assistance.

---

**From:** Maxwell, Kristin

**Sent:** Wednesday, March 7, 2018 5:31:59 PM

**To:** Office of Strategic Planning and Institutional Effectiveness

**Subject:** CIP Code for New Undergraduate Program in Disability and Human Studies

# RE: CIP Code for New Undergraduate Program in Disability and Human Studies

Pearson, RaeAnne

Fri 5/25/2018 8:25 AM

To: Maxwell, Kristin <klmaxwell@uky.edu>;

Dear Dr. Maxwell,

Thank you for your email regarding the proposed program, **Disability and Human Studies, Bachelor's (51.1599)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposed documentation presented and the Substantive Change Checklist, the proposed program does not constitute a substantive change as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program may move forward in accordance with college and university-level approval processes.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting me.

## **RaeAnne Pearson, PhD**

Office of Strategic Planning & Institutional Effectiveness

University of Kentucky

Phone: 859-218-4009

Fax: 859-323-8688

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

**see blue.**<sup>™</sup>

---

**From:** Maxwell, Kristin

**Sent:** Wednesday, May 23, 2018 10:53 AM

**To:** Pearson, RaeAnne

**Subject:** Fw: CIP Code for New Undergraduate Program in Disability and Human Studies

Kristin Maxwell, Ph.D., CRC

Appendix B:  
Curriculum for the Bachelor of Arts in Interdisciplinary Disability Studies

## **Bachelor of Arts in Interdisciplinary Disability Studies (120 Credit Hours)**

### **Pre-Major (31 Credits)**

PSY 100 (4) - UK Core, Intellectual Inquiry

EPE 301 Education in American Culture (3) - UK Core, Citizenship

### **Core Courses for Major (50 Credits)**

EDP 202 Human Development and Learning (3)

SW 124 Introduction to Social Services (3)

EDS 375 Introduction to Education of Exceptional Children (3)

GRN 250 Aging in Today's World (3)

RC 250 Disability and Society (3; *approved at College Level*)

PSY 223 Developmental Psychology (3; Preq PSY 100)

RC 300: Introduction of Rehabilitation Counseling and Disability Across the Lifespan (3; *approved at College Level*)

RC 510 Orientation to Rehabilitation Resources (3)

RC 515 Medical and Psychosocial Aspects of Disability I (3) or RC 516 Medical and Psychosocial Aspects of Disabilities II (3)

RC 520 Principles of Rehabilitation Counseling (3)

RC 554 Rural Rehabilitation (3)

EDS 546 Transdisciplinary Services for Students with Disabilities: Transition (3)

RC 530 Cultural Diversity in Rehabilitation Counseling (3)

RC 540 Chemical Dependency in Rehabilitation Counseling (3) *or Other SW Course*

RC 430 Practicum (5; 120 hours of fieldwork; *approved at College Level*)

RC 560 Supported, Employment, Independent Living, and Transition (3)

### **Program Guided Course Electives from SOC, SW, PSY, EDS, IEC, or EDP (6 Credits)**

PSY 302 Psychology in Business and Industry (3)

PSY 333 Abnormal Psychology (3; Preq PSY 100, & PSY 215 & 216 or 223)

SOC 235 Inequalities in Society (3)

SOC 337 Juvenile Delinquency (3; Preq 6 hours Social Science credit)

SOC 338 Family Violence (3)

SOC 350 Special Topics in Sociology (3)

Students may enroll only in those sections with the following subtitles: Sociology of Mental Health; Sociology of Disabilities; Death, Dying and End of Life Issues; Access

to Health Care in the US and Global Contexts

SOC 355 Sociology of Health and Illness (3)

SOC 439 Special Topics in Crime, Law & Deviance (3 per each subtitle)

Students may enroll only in those sections with the following subtitles: Family Violence; Victimology; Mass Incarceration; Substance Use and Society

SW 222 Development of Social Welfare (3)

SW 325 Social Justice Foundations (3)

EDP 305 Introduction to Counseling Skills (3)

EDP 513 Social Aspects of Behavior (3)

EDP 522 Psychological and Educational Tests and Measurements (3)

EDP 545 Psychology of the Black Experience (3)

EDS 516 Principles of Behavior Management and Instruction (3; Applied Behavior Analysis;

Preq EDS 375)

EDS 530 Intro to Moderate and Severe Disabilities (3)

EDS 570 Learning and Behavioral Disabilities (3; Preq EDS 375)

IEC 255 - Child Development (3)

IEC 546 Transdisciplinary Services for Students with Disabilities for young children (3)

**Program Guided Course Electives (21 Credits)**

ANT 101 What Makes Us Human? Intro to Anthropology (3)

ANT 220 Introduction to Cultural Anthropology (3)

ANT 230 Introduction to Biological Anthropology (3)

ANT 251 Global Health: Culture, Pathologies and Social Inequalities (3)

ANT 339 Human Rights in Global Perspective (3)

ANT 440 Anthropological Perspectives on Child Growth (3)

BSC 331 Behavioral Factors in Health and Disease (3)

EDP 305 Introduction to Counseling Skills (3)

EDP 513 Social Aspects of Behavior (3)

EDP 522 Psychological and Educational Tests and Measurements (3)

EDP 545 Psychology of the Black Experience (3)

EDS 516 Principles of Behavior Management and Instruction (3; Applied Behavior Analysis;

Preq EDS 375)

EDS 530 Intro to Moderate and Severe Disabilities (3)

EDS 570 Emotional and Behavioral Disabilities (3; Preq EDS 375)

IEC 255 Child Development (3)

IEC 546 Transdisciplinary Services for Students with Disabilities for young children (3)

PSY 302 Psychology in Business and Industry (3)

PSY 333 Abnormal Psychology (3; Preq PSY 100, & PSY 215 & 216 or 223)

SOC 235 Inequalities in Society (3)

SOC 337 Juvenile Delinquency (3; Preq 6 hours Social Science credit)

SOC 338 Family Violence (3)

SOC 350 Special Topics in Sociology (3)

Students may enroll only in those sections with the following subtitles: Sociology of Mental Health; Sociology of Disabilities; Death, Dying and End of Life Issues; Access to Health Care in the US and Global Contexts

SOC 355 Sociology of Health and Illness (3)

SOC 439 Special Topics in Crime, Law & Deviance (3)

Students may enroll only in those sections with the following subtitles: Family Violence; Victimology; Mass Incarceration; Substance Use and Society

**Graduation Composition and Communication Requirement (GCCCR; 3 Credits – already accounted for above)**

EPE 301 Education in American Culture (3)

**Program Free Electives/Open Ended Elective (12 Credits)**



Appendix C:

LETTERS OF SUPPORT from the chair/director of the other unit(s) from which individual courses will be used and DEPARTMENT/PROGRAM MINUTES



**Department of Sociology**  
1501 Patterson Office Tower  
University of Kentucky  
Lexington, KY 40506-0027

April 24, 2017

Kristin Maxwell, Ph.D., CRC  
Clinical Assistant Professor  
Department of Early Childhood, Special Education & Rehabilitation Counseling  
234 Taylor Education Bldg.  
University of Kentucky

Dear Dr. Maxwell,

The Sociology faculty met on Friday afternoon, April 21<sup>st</sup>, and reviewed the proposal for the new program in Disabilities and Social Services. I'm pleased to report that the faculty voted unanimously (14-0-0) to support the program. The Sociology courses you have listed for elective credit—SOC 235, 337, 338, 355, 350 (with subtitles: Death, Dying & End of Life Issues; Sociology of Mental Illness; Sociology of Disabilities; Access to Health Care in the US and Global Contexts), 439 (with subtitles: Family Violence; Victimology; Mass Incarceration; Substance Use & Society)—are offered on a regular basis, and I anticipate that this will remain the case.

Please let me know if there is any other way the Department can be of help.

Sincerely,

A handwritten signature in cursive script, appearing to read "Claire M. Renzetti".

Claire M. Renzetti, Ph.D.  
Professor and Chair of Sociology  
Judi Conway Patton Endowed Chair for Studies of Violence Against Women

March 8, 2018

Dr. Kristin Maxwell  
Clinical Assistant Professor  
Department of Early Childhood, Special Education, and Rehabilitation Counseling  
234 Taylor Education Building  
University of Kentucky  
Phone: (859) 257-7460  
Email: [klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)

Dear Dr. Maxwell,

This letter serves as a letter of support by the Early Childhood program faculty for listing the Early Childhood program courses IEC 255: Child Development and IEC 546: Transdisciplinary Services for Young Children as electives for the undergraduate Bachelor of Arts in Disability and Human Studies degree.

As requested a copy of faculty meeting minutes is attached.

Sincerely,

A handwritten signature in black ink that reads "Jennifer Grisham-Brown". The signature is written in a cursive style with a large initial "J".

Jennifer Grisham-Brown, Ed.D.  
Professor  
Faculty Director Early Childhood Laboratory

## IECE – Program Faculty Meeting – April 14, 2017

- **Course Schedule Spring 2018**
  - IEC 120 (2 sections) – Rebecca and Christy
  - IEC 260 - Charlotte
  - IEC 256 – Kelly
  - IEC 411 – Kelly
  - IEC 546 - Sarah
  - IEC 557 - Kelly
  - IEC 522 - Sarah
  - IEC 621- Jennifer
  - IEC 523 - Jennifer
  - IEC 623 - Sarah
  - EDS 701 - Jennifer
  
- **Other course issues:**
  - Summer practicum – Summer 2018 – Charlotte or Jennifer
  - IEC 552 – Fall 2018 – Evening -
  
- **Approve allowing students in RC UG program to take IEC 255 and IEC 546**
  - Kelly made a motion to allow UG Rehabilitation Counseling on-campus students to take IEC 255 and IEC 546 as electives for their program. Sarah seconded the motion. Motion passed
  
- **New Position – Jennifer met with Margaret to create justification for new position. Margaret is meeting with dean to present justification.**
  
- **Report from Program Faculty Chair’s Meeting – CAEP. They want a clinical piece. We already have that with ECL and JELV.**
  
- **Visiting Scholar – Summer and Fall – From Turkey – Wants to translate AEPS into Turkish**
  
- **KAEYC – 22 students at 4/13/17 meeting. Students ran meeting on their own. Had a panel for UG. Bowling on 4.21 at Southland.**
  
- **Early Childhood Lab -**
  
- **Other – Discussed Non-certification program. Discussed possibility of assigning someone to this project. Also, discussed maybe using Family Studies courses for non-certification program.**



**College of Education**  
*Department of Early Childhood,  
Special Education and Rehabilitation Counseling  
229 Taylor Education Building  
Lexington, KY 40506-0001  
(859) 257-4713  
Fax: (859) 257-1325  
[www.uky.edu](http://www.uky.edu)*

4/3/18

Dear Dr. Maxwell,

The Special Education program faculty voted unanimously to allow the students in the undergraduate program in Rehab Counseling to take EDS 375 and EDS 546 as required courses in their program. We did discuss the need to project the number of students we will need to support so that we can plan for various sections in each course, if needed. I have attached the minutes of the meeting to this letter.

If you have any questions or need anything else, please let me know.

Thanks,

A handwritten signature in cursive script that reads 'Amy Spriggs'. The signature is written in black ink on a light blue rectangular background.

Amy D. Spriggs  
Associate Professor  
Program Faculty Chair, Special Education Program  
EDSRC

SPED Program Faculty Agenda  
4/3/2018  
122 TEB

**Present:** Ackerman, Ault, Allday, Ainger, Bausch, Lane, McKenzie, Spriggs, Shepley, Stawasz,  
**Absent:** Abner, Custodero, Lee,

**Approval of minutes 4/3/18**

Allday motion to approve, Bausch second, all in favor, carried unanimously

**Dr. Crystal** – Discussed upcoming scheduled meeting 4/17/201 with Brian Jackson/Graduate School (Dean), - Ault, Allday, Bausch, Crystal, Shepley, and Spriggs.

Positions approval for EDS, a thank-you for Impact Statements

Dr.'s Crystal and Bausch-DOE's, ended with saying looking to moving forward.

**Program Faculty Chairs Meeting Update**

**VI**

Stawasz -The Visual Impairment Program submitted the grant budget to the Kentucky Department of Education for the Teacher Preparation Program and the new Orientation & Mobility Program. The budget is being reviewed by the Kentucky Dept. of Education. Future funding will be discussed with KDE, the VI program, Dr. Crystal, and Dr. Sandidge. At the EPSB board meeting on April 9, Orientation & Mobility will be proposed as an action item. The proposal is to add O&M as a teacher certification as Other Instructional Services.

**RC**

On 3/7/17, the SPED program voted to allow students to take EDS 546 as a requirement for the rehab counseling undergraduate program. In the minutes, we also suggested EDS 375 as a pre-requisite. Kristen Maxwell would like for EDS 375 to also be required.

Amy Spriggs made the motion to approve EDS 375, along with EDS 546, as a required course for the rehab counseling undergraduate program. Sally Shepley seconded the motion, all in favor, carried unanimously.

**Students of concern – midterm.....** Decisions were made for each student

**TEP**

Small group- Amy, Melinda, Channon, Kera, and Jan- will get together and flesh out practicum rotation courses, LBD one semester and MSD another semester, to see if it will work. This will include determining DOE & additional practicum for each semester. Group will report at our Next month's faculty meeting.

**Program Alignment /standards** –discuss at SPED retreat

**Assessment closet...** Shepley will send email out of deadline of material

**Library-**

Ault will look through a box of materials that Sarah Vaughn indicated she has in the library in 241 that are social stories.

She also would like any catalogues that we have for special education materials, and we should see her if we need resources as she can purchase some things for the library.

**Doctoral Students-**

Ault asked for feedback on our special education doctoral students to take forward to the doctoral evaluation meeting on April 12.

**GoReact-**

Ault saw a demonstration of goreact which is a supervision tool that we can use to observe and provide feedback to students. Students can upload video of a lesson & supervisors can provide audio, video, or written feedback. The faculty wants to take this forward to the College as a whole to see if they are interested in the program. Melinda will plan a meeting with Rosetta Sandidge to start. Margaret said she will attend this meeting.

The remaining agenda will carry over to next month's meeting.

Meeting adjourned.

## minutes from SPED faculty today

Ault, Melinda

Tue 3/7/2017 10:17 AM

To: Maxwell, Kristin L <klmaxwell@uky.edu>;

Here is what we decided in regards to your undergrad program today?

Does this help?

- **Rehab Counseling Undergrad Program- SPED course requirement**
  - ? 3-6 credit hour elective classes that would be appropriate [EDS 516: Applied Behavior Analysis; EDS 530: Intro to Moderate/Severe Disabilities; EDS 570: Emotional Behavior Disorders; EDS 546: Transition; EDS 375: Intro to Exceptional Children (faculty think this should only be offered as prereq)]
  - ? Required class should be EDS 546: Transition- maybe offer twice a year or 2 sections a year

---

Melinda Jones Ault, Ph.D.  
University of KY  
Department of Early Childhood, Special Education &  
Rehabilitation Counseling  
229 Taylor Education Building  
547 S. Upper Street  
Lexington, KY 40506-0001  
859-257-7689 (office)  
859-257-1325 (fax)  
mjault@uky.edu





College of Arts and Sciences  
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125 Kastle Hall  
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fax 859 323-1979  
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Dr. Kristin Maxwell, Ph.D.  
Clinical Assistant Professor  
Department of Early Childhood, Special Education and Rehabilitation Counseling  
234 Taylor Education Building  
University of Kentucky

March 30, 2017

Dear Dr. Maxwell:

I am writing in response to your request for support from the Department of Psychology for your proposal of a Bachelor of Arts in Rehabilitation and Disability Studies. As we have discussed, Psychology does not have the resources to open up all of the courses in your original program. I am sorry that is the case because our preference would be to fully support other units who want their students to take our courses. What we can commit to doing is ensuring that students in your proposed program may take PSY 100 and PSY 223. These are offered every semester and are open to all students. We also welcome your students to PSY 333 whenever there are seats available; unfortunately, we cannot promise that course will be offered every semester. I have contacted all the faculty in Psychology for their approval of this plan and all have indicated their agreement (either explicitly or implicitly).

I wish you success with your proposal.

Sincerely,

A handwritten signature in cursive script that reads "Robert F. Lorch, Jr.".

Robert F. Lorch, Jr  
Professor & Chair

Reply | Delete Junk |

## Re: Psych 302

MC Melody Carswell <cmcars00@gmail.com>  
Wed 4/5/2017, 2:00 PM  
Lorch, Robert; Maxwell, Kristin L

Reply |

UG Curriculum Letters of Support (Chairs)

You replied on 4/5/2017 4:34 PM.

Hi, Kristin. I would be happy to have students from your program take PSY 302. If the course was to be one of several that students could choose from in order to fulfill a requirement, then I would be comfortable with that arrangement. However, as Bob noted, I am the only person currently teaching the course, and the course has gone untaught for several semesters in a row in the recent past. I also want to make sure that the portion of the course devoted to employee selection and fair employment practices is not "oversold." We do indeed discuss these issues, but there are only about three weeks devoted to the topic. Another topic that might be relevant to your students is accessibility as part of several lectures on usability and engineering psychology. The course is a very broad survey of psychology applications in organizations, and does not focus on HR/personnel issues.

I would be happy to talk about the course with you in more detail if you would like.

Best wishes,  
Melody

On Wed, Apr 5, 2017 at 10:58 AM, Lorch, Robert <[rlorch@uky.edu](mailto:rlorch@uky.edu)> wrote:

Hi Kristin,

I am cc'ing Dr. Melody Carswell so she gets to weigh in first on your request. Melody is the sole instructor of the course. In principle, your students are eligible to take the course because it is open to all who satisfy the prerequisites. However, I balk at giving our blessing to make it a required course for the simple reason that we have just 1 instructor so our ability to offer the course depends entirely on Melody's schedule and whether we have the teaching resources in any given semester to offer the elective, PSY 302. We could easily go a year without offering the course at all (e.g., if Melody went on sabbatical). So I don't think we could in good conscience say that we could support it as a required course in your program, whereas we could support it as an elective in your program. Any thoughts, Melody?

Bob

Reply | Delete Junk |

**Sent:** Wednesday, April 05, 2017 10:49 AM

**To:** Lorch, Robert

**Subject:** Psych 302

Dear Bob,

We would like to include Psychology 302 Psychology in Business and Industry in our Undergraduate curriculum for our Disability & Human Services degree, in addition to including 100, 223, and 333; for which your faculty have shown previous support. Is it possible to have another vote (in person or via email) to demonstrate faculty support for 302. I think the email support will be enough for documentation purposes. This may be a required course (depending on RC Faculty decision).

As a profession, we work a lot with businesses and employers, to help individuals with disabilities to obtain and maintain employment. This course sounds like excellent fit for our students.

Please let me know if we can include PSY 302, from both your and your faculty's perspective.

I appreciate the time you are devoting to our program, as I am sure you are busy!

Thank you,

Kristin

Kristin Maxwell, Ph.D., CRC

Clinical Assistant Professor

Department of Early Childhood, Special Education and Rehabilitation Counseling

Reply | Delete Junk |

University of Kentucky

Phone: (859) 257-7460

Email: klmaxwell@uky.edu

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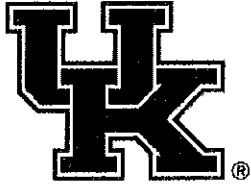
**From:** Lorch, Robert

**Sent:** Tuesday, April 4, 2017 3:40 PM

**To:** Maxwell, Kristin L

**Subject:** Message from Robert Lorch (8592576826)

--  
C. Melody Carswell, Ph.D.  
Professor of Psychology,  
University of Kentucky  
Lexington, KY



**University of Kentucky**  
Graduate Center for Gerontology  
*College of Public Health*

Multi-Disciplinary Science Bldg.  
725 Rose Street, Suite 401  
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<http://www.uky.edu/publichealth/departments/gerontology>

April 14, 2017

[kmaxwell@uky.edu](mailto:kmaxwell@uky.edu)

Kristin Maxwell, Ph.D.  
Department of Early Childhood, Special Education and Rehabilitation Counseling  
College of Education  
234 Taylor Education Building  
University of Kentucky

Dear Dr. Maxwell:

The Administrative Council of the Graduate Center for Gerontology, during its regular meeting held April 10, 2017, reviewed the curriculum sequence of your proposal for developing a BA in Rehabilitation Psychology and Disability Studies. We specifically considered the inclusion of GRN 250 in the proposal degree program.

I am happy to report unanimous and positive support of the above inclusion. All council members were present, and the final vote was nine (9) in favor of approval, and zero (0) against, with no abstentions. Formal documentation of this vote can be found in the accompanying minutes of the meeting. I have also included an updated version of the GRN 250 syllabus for your information.

On behalf of the gerontology faculty I wish you success as you navigate the approval process with your proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joseph W. ...'.

Professor of Gerontology  
Director, Graduate Center for Gerontology

cc: Katie Cardarelli, Ph.D.  
Associate Dean for Academic Affairs  
College of Public Health

# **THE GRADUATE CENTER FOR GERONTOLOGY**

Meeting of the Administrative Council

*Monday, April 10, 2017*

*8:30-10:00 a.m.*

## **Minutes**

### **Call to Order**

- Meeting call to order at 8:35 am
- Present: Shani Bardach, Suzanne Greer, Aaron Guest, Beth Hunter, Yang Jiang, Tash Niro, Natalie Pope, Joe Stemple, Graham Rowles, John Watkins.

### **Approval of Agenda**

- Shani Bardach made a motion to approve the agenda. Joe Stemple seconded. Motion approved (unanimous).

### **Approval of Minutes- February 13, 2017.**

- Aaron Guest made a motion to approve the agenda. Beth Hunter seconded. Motion approved (unanimous).

### **Student Report/ (Tash Niro and Aaron Guest)**

- End of year party tentatively scheduled for Saturday, May 20<sup>th</sup> at Graham's.
- The Gerontology Center will not be relocating for the foreseeable future.
- Funding announcements will be made sometime in May
  - May is the earliest the GCG could be expected to make them due to the University's funding model/state appropriations. It is the nature of graduate funding.
- The White Fish, Igor, was devoured by the two large fish. Funeral arrangements TBA.

### **Administrative Associate Report/ (Suzanne Greer)**

- CPH has eliminated the administrative associate positions for the departments.
- Suzanne will continue as the Center's assistant until the beginning of June.
- John and Suzanne are developing a "cookbook" of instructions, contacts, and notes to facilitate procedures in her absence.
- The Center may qualify for a work student who can act as receptionist and handle minor office tasks. [Aaron noted that the U.S. Department of Education is reducing work study funding for future academic years.]
- John will be the go-to person for concerns not addressed by the "cookbook."

### **Director of Graduate Studies Report/ (John Watkins)**

- Student progress
  - Karina Christopher and Pat Dillon will participate in graduation ceremonies in May.
  - Tash Niro successfully completed qualifying exams and achieved candidate status.

- Expecting a couple more students to take oral exams soon.
- Student evaluations are in-process and are expected to be completed in May.
- Applicants
  - 2 invitations were extended to qualified applicants. 1 invitation was accepted; the student will be part-time. The other invitation was declined due to funding issues.
  - Faculty is in contact with another potential enrollee for Fall term.
- Funding
  - Total funding available for the coming school year is still unknown.
  - John hopes to be able to make firm commitments regarding funding and TA assignments in May.
  - Beginning in June, travel funds will flow through CPH rather than the graduate school.
  - Students whose abstracts were accepted to IAGG or other summer conferences need to submit a copy of the acceptance notice and a provisional travel budget to John ASAP for potential GCG travel support.
  - Support will continue for printing in the gerontology student office. Please print responsibly.

#### **Interim Director of Graduate Center Report/ (John Watkins)**

- Personnel
  - The university is actively recruiting new faculty in alliance with Markey Cancer Center who have expertise in geriatrics/gerontology. The faculty will likely hold research titles and will not be housed in the gerontology center.
- Funding
  - Dean Arnett is working with the Provost to increase money coming back to the college, primarily from tuition. Optimistic that this will increase funding for student support.
- Programming
  - Some college-wide changes are being made due to new CEPH accreditation criteria.

#### **New Business**

- Policy/ Procedures were reviewed with evidences statements. Aaron Guest called for vote to approve newly reviewed Policy/ Procedures with evidences statements. Tash Niro seconded. Vote was called, 9 Yes and 1 abstention. Motion approved. Policy/ Procedures will be forwarded to CPH for action.
- Bachelor of Arts in Rehabilitation and Disability Studies was discussed at to include GRN 250: Aging in Today's World. See current proposed course sequence and curriculum. Discussion about GRN 250 already being approved for UK core curriculum. Aaron Guest called for vote to approve Bachelor of Arts in Rehabilitation and Disability Studies to include GRN 250 as a required course. Graham Rowles seconded. Vote was called, with unanimous vote of approval. Evidence of this decision to be forwarded to Kristin Maxwell (Taylor Education).

**Adjournment- 10:15am**

**Next Administrative Council Meeting: May 8 in MDS 402, 8:30-10:00 a.m.**



**UK**  
UNIVERSITY OF  
**KENTUCKY**

College of Social Work

619 Patterson Office Tower  
Lexington, KY 40506-0027

859 257-6654  
fax 859 323-1030

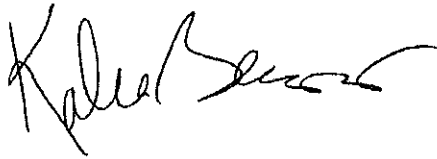
[www.uky.edu/SocialWork/](http://www.uky.edu/SocialWork/)

April 28, 2017

On March 27<sup>th</sup>, 2017, the College of Social Work faculty met and reviewed the RC proposal to use SW 124 as required content for the RC undergraduate major. Faculty unanimously approved utilizing SW 124 as a required course for the RC curriculum. SW 124 is offered in the spring and fall and will continue to be taught by the College.

Please let me know if I can provide any other information. Thank you.

Sincerely,



Kalea Benner, PhD, MSW, LCSW  
Director of Undergraduate Studies  
University of Kentucky, College of Social Work  
631 Patterson Office Tower  
Lexington, Kentucky 40506-0027  
[kaleabenner@uky.edu](mailto:kaleabenner@uky.edu)  
859/323-0586

blue.

**Faculty Meeting**  
**College of Social Work**  
**March 27, 2017**  
**Little Library, Study Room 1**

- I. **Call to Order** – 1:02 pm by Leigh Oakley
  - a. **Attendees:** Erin Mayhorn, Sheila Miracle, Melissa Whitaker, Pam Weeks, Diane Loeffler, Julie Cerel, Karen Lawrence, Natalie Pope, Jason Johnston, Annette Sossou, Jarod Giger, Shana Moore, Ted Godlaski, Karen Badger, Carol Barnett, Sarabeth Biermann, Stephanie Ratliff, Melanie Otis, Janet Ford, Chris Flaherty, Steven Adkins, Blake Jones, Kalea Benner, Leigh Oakley
  
- II. **Approval of Agenda** – Janet will go first with her objectives
  
- III. **Approval of Minutes** – February 27, 2017, approved as distributed
  
- IV. **New Business**
  - a. **BASW updates**– Kalea Benner
    - i. **Bachelor of Arts in Rehabilitation and Disability Studies**
      - 1. Will be under College of Education, it would be our course SW 124 in their curriculum.
      - 2. **Motion: Support requiring SW 124 in the Bachelor of Arts in Rehabilitation and Disability Studies major**
        - a. Julie Cerel motioned, Diane Loeffler 2<sup>nd</sup>, all in favor was unanimous. **Motion Passes**
    - ii. **Social Justice Week**
    - iii. **Proposed Changes to SW BASW Courses (see email from Kalea, if you have any questions or concerns please get with Kalea)**
      - 1. SW 124
      - 2. SW 222
      - 3. SW 300
      - 4. SW 400
      - 5. SW 421
      - 6. SW 422
      - 7. SW 430
      - 8. SW 435
      - 9. SW 460
      - 10. SW 470
      - 11. **Program Changes**
        - a. Discussion was had about concern of calling the second research class, research (Investigations in the Field). Possible statistics and data analysis applications/interpretations



Reply | Delete Junk |

## Re: Inclusion of EPE 301 Into Course Curriculum for New BA in Disability and Human Services?

**BG** Beth L. Goldstein <bethg@coe.uky.edu>

Reply |

Mon 4/17/2017, 11:19 PM

Nkulu, Kiluba L; Maxwell, Kristin L; Beth L. Goldstein <bethg@coe.uky.edu>

Inbox

You forwarded this message on 9/20/2017 10:50 PM

Kristin,

We are happy to work with you on this. Dr. K will help you with the MOA and any questions but I am, of course, also available to help out.

Beth

> Thanks Dr. Maxwell!

>

> We will be happy to explore ways of partnering with your new program. I  
> have attached a copy of the MOA signed with other partnering programs  
> within the COE for review. Should the MOA meet your expectations, I would  
> encourage you or the representative of your new program to go ahead and  
> sign it. We will also sign the MOA and return a copy to you.

>

> Please feel free to stop by my office (145B TEB) or email me for further  
> discussions about EPE301.

>

> Best regards,

>

> Dr. K.

>

>

>

>

> \_\_\_\_\_

> From: Maxwell, Kristin L  
> Sent: Monday, April 17, 2017 11:05 AM  
> To: Nkulu, Kiluba L  
> Subject: Inclusion of EPE 301 Into Course Curriculum for New BA in  
> Disability and Human Services?

Reply | Delete Junk |

> Dear Dr. Nkulu,

>

>

> I am hoping that we can require EPE 301 as part of our required course offerings, to satisfy the GCCR for our New Undergraduate Program in Disability & Human Services. In time, I believe we will be developing our own GCCR course. However, at this time, it would be great if we could include EPE 301. How do we best proceed? Also, could you include the chair of your department in your response, so that they know I am thinking of including this course? I will send a more formal email out after I receive your response.

>

>

> Thank you,

>

>

> Kristin

>

>

>

> Kristin Maxwell, Ph.D., CRC  
> Clinical Assistant Professor  
> Department of Early Childhood, Special Education and Rehabilitation  
> Counseling  
> 234 Taylor Education Building  
> University of Kentucky  
> Phone: (859) 257-7460  
> Email: klmaxwell@uky.edu

>

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> <[https://exchange.uky.edu/owa/redirect.aspx?SURL=SoFHNA\\_VkWIQiraUuF7RrnmpriOX66SLsb6c7GG2ui4oqS9wU63SCG0AYQBpAGwAdABvADoAawBsAG0AYQB4AHcAZQBBSAGwAQAB1AGsAeQAuAGUAZAB1AA..&URL=mailto%3aklmaxwell%40uky.edu](https://exchange.uky.edu/owa/redirect.aspx?SURL=SoFHNA_VkWIQiraUuF7RrnmpriOX66SLsb6c7GG2ui4oqS9wU63SCG0AYQBpAGwAdABvADoAawBsAG0AYQB4AHcAZQBBSAGwAQAB1AGsAeQAuAGUAZAB1AA..&URL=mailto%3aklmaxwell%40uky.edu)>

>

Reply | Delete Junk |

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>

**Memorandum of Agreement**  
**Department of Educational Policy Studies & Evaluation and Partnering Programs**  
**on the Graduation Composition and Communication Requirement (GCCR)**  
**University of Kentucky**  
Effective Fall 2018 through May 31, 2021

**Background:** The University Senate transformed the former university graduation-writing requirement (GWR) into a degree graduation composition and communication requirement (GCCR) that is appropriate for the academic program a given major represents. The GCCR will be anchored by writing appropriate to the discipline. It will also include at least one other modality of communication—oral or visual. The Senate has established the principles and requirements of the GCCR. Faculty in partnering programs have voted to fulfill the requirement through successful completion (“C” or better) on core components of one class: EPE 301 “Education and American Culture”. EPE301 is offered by the Department of Educational Policy Studies & Evaluation in the College of Education. The partnering programs have named EPE301 in their approved GCCR degree program plans.

**EPE 301 Course Description:** A multidisciplinary course exploring the context of teaching and learning in American society both within and outside the classroom, and enhancing critical examination of contending views, past and present, regarding the nature and role of educational institutions in society.

EPE301 has historically served as an upper division writing-intensive course and is well suited to meet GCCR program learning objectives for education and related majors. EPE301 also serves to meet the UK Core “Community, Culture, and Citizenship” requirement. Finally, EPE 301 satisfies a College of Education undergraduate certification requirement for field experience. As such, EPE301 is designed to support student achievement of the following learning outcomes:

**UK Core Learning Outcome 4:** Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

**GCCR Course Student Learning Outcome for majors in Education and related fields:** Students will demonstrate the ability to identify and critically examine one or more contending views of education in America from a cultural, historical, philosophical or sociological/social justice perspective, then communicate what they have learned through written and oral work.

## **Agreement:**

1. EPE will offer multiple sections of EPE 301 (no more than 30 students per section) during the fall and spring terms and also a couple sections during summer school so that students from partnering programs can fulfill the GCCR.
2. EPE and partnering programs will coordinate scheduling of EPE 301 to minimize scheduling conflicts with other required courses.
3. Partnering programs will maintain communication with EPE to inform their major students during advising periods and through course bulletin listings how GCCR requirement can be met.
4. The course will have the following specific requirements: written assignment (s) of at least 4,500 words in English (the equivalent of 15 pages of double-spaced, type written text), student oral presentations of at least 10 minutes in English, and evidence of draft-feedback-revision process on the required GCCR written and oral assignments(s).
5. EPE will provide a syllabus that (a) shows how EPE 301 meets the Senate criteria for GCCR and (b) provides students from partnering programs with the opportunity to conduct discipline specific Field Experiences. All sections of EPE301 will include these core features.
6. EPE will maintain communication with contact persons in partnering programs and/or the Directors of Undergraduate Studies to share rubrics used in scoring assignments. Grades on the grading rubrics provide evidence of student performance specifically on the GCCR components of the course for use in degree program assessment reporting.
7. Partnering programs are responsible for submitting assessment results based on the above data regarding degree program student learning outcome(s) for their students according to their GCCR assessment plan and the assessment review cycle established by the UK Office of Assessment.
8. Each student from a partnering program is responsible for keeping a record of submitted assignments (as artifacts) in their portfolio via OTIS.
9. Faculty designated by the EPE department chair and by chairs of partnering programs will consult annually about the partnering program GCCR assessment results, the course assignments, and scoring rubrics, and to recommend improvements/changes to the course and/or assignments to ensure consistency with the needs of various program graduates. The results will be reported to faculty in partnering programs and EPE (as an agenda item for the Program Faculty Chairs meeting).

**Renewal:** This initial agreement will be for 2 years with the possibility of renewal. In the year prior to expiration of the agreement, program faculty from each program will review and consider this agreement renewal. If agreed to by both parties, the renewal will be approved 6 months prior to contract expiration. Renewals will not be for less than a 3 year term.

**Termination:** In the event either program would like to terminate this agreement, the department initiating termination will give the other party a 1 year written notice of intent to terminate this agreement. Additionally, if the University Senate fails to approve the GCCR, eliminates the requirement once formally approved or significantly changes the requirement, then this agreement will become null and void.

Dr. Kristin Maxwell

Name of designated faculty

Dr. Kristin L. Maxwell

Signature

Rehabilitation Counseling / <sup>BA</sup> Disability & Human Studies

Partnering program name

April 23<sup>rd</sup>, 2018

Date

KILUBA L. NKULU

Name of designated EPE faculty

Kiluba L. Nkulu

Signature

03/01/2018

Date



## Re: EPE301 MOA

Nkulu, Kiluba

Mon 4/23/2018 11:33 AM

To: Maxwell, Kristin <klmaxwell@uky.edu>;

Cc: Guillen, Jessica <Jessica.Guillen@uky.edu>;

Thanks Kristin!

I have received your signed copy of EPE 301 MOA. All looks good and ready to go.

Best,

Kiluba L. Nkulu

EPE 301 Coordinator

---

**From:** Maxwell, Kristin

**Sent:** Monday, April 23, 2018 11:03 AM

**To:** Nkulu, Kiluba

**Cc:** Maxwell, Kristin

**Subject:** Re: EPE301 MOA

Hi Kiluba,

Here is a signed version of the MAO between EPE 301 and Rehabilitation Counseling's BA in Disability and Human Studies. Will you email me a confirmation email so that I may include it in the Letters of Support required for New Program Documentation.

Thank you and I hope you are well!

Kristin

Kristin Maxwell, Ph.D., CRC

Clinical Assistant Professor

Department of Early Childhood, Special Education, and Rehabilitation Counseling

234 Taylor Education Building

University of Kentucky

Phone: (859) 257-7460

Email: klmaxwell@uky.edu

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---

**From:** Nkulu, Kiluba  
**Sent:** Monday, March 5, 2018 11:06:56 PM  
**To:** Maxwell, Kristin  
**Subject:** Re: EPE301 MOA

Thanks and restful night to you.  
Kiluba

---

**From:** Maxwell, Kristin  
**Sent:** Monday, March 5, 2018 5:29:28 PM  
**To:** Nkulu, Kiluba  
**Subject:** Re: EPE301 MOA

Hey Dr. K!

Thank you very much!! I will get this back to you soon.

Happy Monday,

Kristin

Kristin Maxwell, Ph.D., CRC  
Clinical Assistant Professor  
Department of Early Childhood, Special Education, and Rehabilitation Counseling  
234 Taylor Education Building  
University of Kentucky  
Phone: (859) 257-7460  
Email: [klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)

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---

**From:** Nkulu, Kiluba  
**Sent:** Friday, March 2, 2018 11:23:44 AM

**To:** Maxwell, Kristin  
**Cc:** Nkulu, Kiluba  
**Subject:** EPE301 MOA

Hi Dr Maxwell!

Sorry it took me longer to get EPE301 MOA to you. Please see the attached document for review and signature.

Feel free to contact me back should you have further questions.

Best regards,

Dr. K.

Reply | Delete Junk |

## RE: Curriculum requests for New Undergraduate Program Proposal - Bachelors of Arts in Disability & Human Studies

RJ

Reese, Robert J

Thu 4/20/2017, 9:19 AM

Maxwell, Kristin L; Crystal, Ralph

Reply |

UG Curriculum Letters of Support (Chairs)

### Action Items

---

Hi Kristin,

The faculty were supportive of the inclusion of our classes for the proposed program. No problem there.

For us to formally partner/collaborate with Rehab Counseling on this program, faculty indicated that the following needed to occur given that we don't have the resources to teach additional courses:

1. Two full-time TA positions (pay in-line with other COE TAs which is soon to be 12K)
2. An assurance from Dean/Provost that as the program grows that additional TA positions can be created (e.g., for every 35 students added a TA position is added).

If these 2 things can be accommodated, EDP is on-board. We see multiple possibilities that would be exciting to collaborate with you on that would serve students well and benefit the health of our programs/depts.

A suggestion was noted with regard to the term "Disability." Is there another term that could be used? At the same time, we recognize that using other labels would likely be perceived as infringing upon other existing programs. Understanding if there are even other options might be helpful. Perhaps Rehabilitation and Human Studies?

I see you are conferencing. Happy conference! We can talk when you get back.

Jeff

**From:** Maxwell, Kristin L

**Sent:** Tuesday, April 18, 2017 2:18 PM

**To:** Reese, Robert J <jeff.reese@uky.edu>

**Cc:** Maxwell, Kristin L <klmaxwell@uky.edu>

**Subject:** Curriculum requests for New Undergraduate Program Proposal - Bachelors of Arts in Disability & Human Studies

Dear Jeff and EDP Faculty,

Reply | Delete Junk |

directed electives). If there are any additional courses you believe would be beneficial to require or add to program directed electives, you may include these in your vote, so that there will be support for including additional/other courses if we choose to include other courses.

### **Required**

EDP 202 Human Development and Learning (Rereq: PSY 100)  
EDP 305 Introduction to Counseling Skills (Prereq: PSY 100)  
EDP 522 Psychological and Educational Tests and Measurements

### **Program Directed Electives**

EDP 203 Teaching Exceptional Learners in regular classrooms (3; Prereq: Successful completion of EDP 202 with an earned grade of C or higher)  
EDP 513 Social Aspects of Behavior (3)  
EDP 545 Psychology of the Black Experience (3)  
EDP 548 Educational Psychology (3)

Per the New Undergraduate Program form, we will eventually need two supporting pieces of documentation to be able to include these courses as required or as electives in our curriculum:

1. "...a letter of support from the chair/director of the other unit(s) from which individual courses will be used. The letter much include demonstration of true collaboration between multiple units and impact on the course's use on the home educational unit."

and

2. "...verification that the chair/director for the other unit(s) has consent from the faculty members of the unit. This typically takes the form of meeting minutes."

Thank you for hosting Dr. Crystal and I at your Department meeting. We are on our way!

Thank you!  
Kristin

Kristin Maxwell, Ph.D., CRC  
Clinical Assistant Professor  
Department of Early Childhood, Special Education and Rehabilitation Counseling  
234 Taylor Education Building  
University of Kentucky  
Phone: (859) 257-7460  
Email: [klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)

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delete this message and its attachments, if any. Thank you.

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**From:** Maxwell, Kristin L

**Sent:** Thursday, April 6, 2017 1:11:00 PM

**To:** Maxwell, Kristin L

**Subject:** Fw: Curriculum requests for New Undergraduate Program Proposal - Bachelors of Arts in Disability & Human Studies

Curriculum requests for New Undergraduate Program Proposal - Bachelors of Arts in Disability & Human Studies

Dear Dr. Usher, Dr. Fedewa, and Dr. Reese,

I am currently developing an undergraduate Bachelor of Arts in Disability and Human Services. We have identified several courses from Educational, School, and Counseling Psychology that we would like to include in our program. I have attached a copy of our current proposed course sequence and curriculum. In it, you will see that students will take between 6-9 credits of EDP. In the attached, you will see that at a minimum *EDP 202 Human Development and Learning*, *EDP 305 Introduction to Counseling Skills*, and *EDP 522 Psychological and Educational Tests and Measurements* will be required, with the possibility of an additional 3 credits possible to be taken as elective from a range of departments including EDP (we are looking at including *EDP 545 Psychology of the Black Experience*, in this section).

Here are the courses that we hope to have your approval to include in our course curriculum & sequence:

**Required**

EDP 202 Human Development and Learning (Rereq: PSY 100)

EDP 305 Introduction to Counseling Skills (Prereq: PSY 100)

EDP 522 Psychological and Educational Tests and Measurements

**Three hours of electives that may include**

EDP 545 Psychology of the Black Experience (Prereq: PSY 100 OR AAS 200)

Please let me know of anything that I need to do, or additional information you need from me. I am new to the Undergraduate Program Development process, so I welcome any guidance!

Eventually, there are precise requirements for documentation that I will need from you, if any or all of these are approved.

Reply | Delete Junk |

Dr. Kristin L. Maxwell

Kristin Maxwell, Ph.D., CRC  
Clinical Assistant Professor  
Department of Early Childhood, Special Education and Rehabilitation Counseling  
234 Taylor Education Building  
University of Kentucky  
Phone: (859) 257-7460  
Email: [klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)

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**EDP Department Meeting Minutes**  
**April 18, 2017**  
**TEB 122**  
**1:30-3:00pm**

Announcements:

1. Provost Inclusive Excellence Award Winners – Dr. Tyler and Della Mosley!  
Reception and Ceremony – Tuesday, April 25 (1-3pm), Woodward Hall, Gatton
2. Social Justice Scholarship Series – Tuesday, April 25th (3-4:30pm; DH 323)
3. DOE changes coming – Will be done electronically within SAP
4. Teacher Course Evals – Provide class time
5. Summer Online Boot Camp – Michael Toland will represent EDP

Agenda Items:

1. Proposed undergraduate major in Disability and Human Services – Drs. Kristen Maxwell and Ralph Crystal (Rehabilitation Counseling)

Faculty were supportive of EDP courses being listed, but were only willing to collaborate formally with Rehab Counseling if approved program includes funding for 2 TAs (12K stipends) and has the promise of being able to add additional TAs with an acceptable ratio or students per TAs (35/1 was noted as a possibility). Dr. Crystal wanted Dr. Maxwell to have a joint appointment with EDP so she could attend faculty meetings. Faculty also recommended that the program title be revisited – some concern regarding the term “disability.”

Dr. Reese will follow up with Drs. Maxwell and Crystal regarding EDP’s feedback and decision.

2. Event Scheduling for 2017-2018 Academic Year:
  - a. Fall picnic – scheduled for Monday, August 21<sup>st</sup> 6:30-8:00pm
  - b. FRED Talks – scheduled for last Wednesday 4-5pm for fall semester
  - c. SJSS – School Psychology students will lead/facilitate (focus on ableism)
  - d. Ally Development Workshop – September 8, 2017 (9:00am-4:30pm in DH 109)
3. Follow-up Discussion on Student Funding
  - a. Use Graduate Survey to express concerns
  - b. Will begin to reach out to sites
  - c. Other ideas?

This item was briefly discussed. Many faculty indicated having responded to the Survey.

4. Updates from Program Areas
  - Ed Psych. –
  - School –
  - Counseling –

No new reports



5. Updates from College Committees
  - a. Faculty Council
  - b. Other Committees?

No new reports

6. Proposed MIC STEM program – inclusion of EDP 658 and 560 (proposed new course – Assessment and School Data Analysis)

These courses were approved for inclusion.

7. AQPS – Dr. Toland

Dr. Toland identified the 1<sup>st</sup> Tuesday from 12:30-1:30 of every month in the fall for AQPS workshops.

8. Moving Needs? May 5<sup>th</sup> is looming

No specific needs were noted.

9. Dept. Chair starting Fall 2018
  - a. Will have to form committee
  - b. Solicit nominations

No volunteers to serve as Chair as of now.

## RE: Rehabilitation & Disability Studies Undergraduate Program Development

CC Cliggett, Lisa C  
Yesterday, 4:39 PM  
Maxwell, Kristin L; Cliggett, Lisa C

Reply |

Inbox

Flag for follow up. Start by Thursday, April 27, 2017. Due by Thursday, April 27, 2017.

You replied on 4/27/2017 7:52 PM.

ApproveANT courses fo...  
72 KB

02-ForVoteOnFridayAp2...  
97 KB

2 attachments (169 KB) Download all Save all to OneDrive - University of Kentucky

Hi Kristin –

Yes, at our faculty meeting this past Friday we voted to approve inclusion of the ANT courses you list below in the Rehab and Disability Studies undergrad program.

The minutes documenting the vote are included, and the document that lists the details of what we voted on (list of courses) is attached as well.

Let me know if you need anything else.

Lisa

*Lisa Cliggett, PhD*

*Professor and Chair, Department of Anthropology*

*Past Editor (2011-2015) [Economic Anthropology](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)2330-4847/issues) (Wiley Blackwell Journals) [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)2330-4847/issues](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)2330-4847/issues)*

**From:** Maxwell, Kristin L

**Sent:** Wednesday, April 26, 2017 8:01 PM

**To:** Cliggett, Lisa C <lisa.cliggett@uky.edu>

**Subject:** Re: Rehabilitation & Disability Studies Undergraduate Program Development

Hi Lisa,

Were you able to discuss the courses we hope to require and use as recommended electives with your faculty (see first email in this string of emails)? I have included the courses for quick reference.

Reply | Delete Junk |

ANT 230 Introduction to Biological Anthropology (3)

**Six hours of electives that may include:**

ANT 101 What Makes Us Human? Intro to Anthropology (3) OR  
ANT 220 Introduction to Cultural Anthropology (3) OR  
ANT 230 Introduction to Biological Anthropology (3) OR  
ANT 251 Global Health: Culture, Pathologies and Social Inequalities (3) OR  
ANT 339 Human Rights in Global Perspective (3) OR  
ANT 440 Anthropological Perspectives on Child Growth (3)

Thank you!

Kristin

Kristin Maxwell, Ph.D., CRC  
Clinical Assistant Professor  
Department of Early Childhood, Special Education and Rehabilitation Counseling  
234 Taylor Education Building  
University of Kentucky  
Phone: (859) 257-7460  
Email: [klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)

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**From:** Maxwell, Kristin L  
**Sent:** Thursday, March 23, 2017 3:27:05 PM  
**To:** Cliggett, Lisa C  
**Subject:** Re: Rehabilitation & Disability Studies Undergraduate Program Development

Dear Lisa,

First, thank you for the enthusiastic support! It's exciting to hear that other chairs and departments are excited about a new program such as ours. Second, Sorry for the late response. I have been exceptionally ill since Monday, with some sort of mono-like virus.

As for the Minutes, an email chain of yes/no support of classes would be fine, although meeting minutes is better.

Reply | Delete Junk |

1. "...a letter of support from the chair/director of the other unit(s) from which individual courses will be used. The letter much include demonstration of true collaboration between multiple units and impact on the course's use on the home educational unit."

and

2. "...verification that the chair/director for the other unit(s) has consent from the faculty members of the unit. This typically takes the form of meeting minutes."

Thanks for the clarification on ANT 440. I hope you the new hire will be able to work for this spot! It's always tough when someone retires!!

Thank you for your willingness to work with us as we build our new program. I look forward to hearing from you soon.

Sincerely,

Kristin

Kristin Maxwell, Ph.D., CRC  
Clinical Assistant Professor  
Department of Early Childhood, Special Education and Rehabilitation Counseling  
234 Taylor Education Building  
University of Kentucky  
Phone: (859) 257-7460  
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**From:** Cliggett, Lisa C  
**Sent:** Thursday, March 16, 2017 4:29:04 PM  
**To:** Maxwell, Kristin L  
**Subject:** RE: Rehabilitation & Disability Studies Undergraduate Program Development

Hi Kristin –

Thanks for this message and your program's interest in including the anthro courses. As Chair I can offer my unconditional enthusiasm for including these courses in the program. I am also fairly certain that all of my

Reply | Delete Junk |

outside of faculty minutes?

I can email all of my faculty and ask for their yay / nay, and then report back to you. Or if you have another idea, let me know.

One point to clarify – the faculty member who taught ANT 440 (child growth) has retired. We have not yet been able to replace that position, although I'm hoping we can in the coming year (and my hope would be that this person would teach ANT 440), but there is no guarantee that that course will be taught anytime soon. Hopefully the other electives will meet the needs of your program, and as we hire new faculty, their courses might be considered useful as well.

Let me know if you would like to talk about any of this, and how best to register my department's support.  
-Lisa

*Lisa Cliggett, PhD*  
*Professor and Chair, Department of Anthropology*  
*Past Editor (2011-2015) Economic Anthropology (Wiley Blackwell Journals) [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)2330-4847/issues](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)2330-4847/issues)*

**From:** Maxwell, Kristin L  
**Sent:** Wednesday, March 08, 2017 3:51 PM  
**To:** Cliggett, Lisa C <[lisa.cliggett@uky.edu](mailto:lisa.cliggett@uky.edu)>  
**Cc:** Maxwell, Kristin L <[klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)>  
**Subject:** Rehabilitation & Disability Studies Undergraduate Program Development

Dear Dr. Cliggett,

I am currently developing an undergraduate Bachelor of Arts in Rehabilitation and Disability Studies. We have identified several courses from Anthropology that we would like to include in our program. I have attached a copy of our current proposed course sequence and curriculum. In it, you will see that students will take between 3-9 credits of Anthropology. At the minimum, we would like to require ANT 220 or ANT 230. We would like to also include a possible 6 additional credit electives from a range of departments including Anthropology.

Here are the courses that we hope to have your approval to include in our course curriculum & sequence:

**Required\*:**  
ANT 220 Introduction to Cultural Anthropology (3) OR  
ANT 230 Introduction to Biological Anthropology (3)

**Six hours of electives that may include:**  
ANT 101 What Makes Us Human? Intro to Anthropology (3) OR  
ANT 220 Introduction to Cultural Anthropology (3) OR  
ANT 230 Introduction to Biological Anthropology (3) OR  
ANT 251 Global Health: Culture, Pathologies and Social Inequalities (3) OR

Reply | Delete Junk |

If this sounds feasible, we will need a letter of support from the chair and faculty meeting minutes demonstrating faculty support (I can send specific information on this, if you think our proposed courses will work).

Please let me know of anything that I need to do, or additional information you need from me. I am new to the Undergraduate Program Development process, so I welcome any guidance!

Thank you for your consideration and time,

Kristin Maxwell

Kristin Maxwell, Ph.D., CRC  
Clinical Assistant Professor  
Department of Early Childhood, Special Education and Rehabilitation Counseling  
234 Taylor Education Building  
University of Kentucky  
Phone: (859) 257-7460  
Email: [klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)

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**EXCERPT**

**DEPARTMENT OF ANTHROPOLOGY  
DEPARTMENT/FACULTY MEETING MINUTES**

**APRIL 21<sup>ST</sup> 2017**

**1:00-3:00PM**

**PRESENT:** Lisa Cliggett (Chair), Mary Anglin, Renee Bonzani, George Crothers, Scott Hutson, Hsain Ilahiane, Dick Jefferies, Diane King, Erin Koch, Sarah Lyon, Carmen Martinez Novo, Juliana McDonald, Kristin Monroe, Shannon Plank, Monica Udvardy, Heather Worne, Anna-Marie Casserly (AGSA Representative).

**APOLOGIES:** Ann Kingsolver, Christopher Pool, Mark Whitaker.

**MINUTES TAKEN BY:** Catherine Brereton

**1. Approval of March 2017 minutes**

Proposed: Monica Udvardy

Seconded: Erin Koch

Abstained: Kristin Monroe, Shannon Plank

Approved: All other faculty present

Motion carried

**2. Discussion/Approval Vote of ANT courses inclusion in Health Society and Population (HSP) minor, "American Business" major, Disability Studies electives**

Koch discussed new ANT requirements for HSP major. Martinez Novo discussed previous decision to make ANT 302 open to ANT majors or others with instructor's consent only, and potential impact of this upon both ANT students and others outside Ant. Since there are no prereqs for ANT 302, discussion followed surrounding the possibility of making ANT 302 open to all students from next year.

Discussion surrounding provenance of new "U.S. Business Studies" major and its potential for developing relationships with international students specifically seeking U.S. Business Studies.

Vote on inclusion of ANT courses in HSP minor:

Proposed: Sarah Lyon

Seconded: Juliana McDonald

Abstained: Erin Koch

Approved: All other faculty present

Motion carried

Vote on inclusion of ANT courses in U.S. Business Studies major:

Proposed: Scott Hutson

Seconded: Sarah Lyon

Approved by all (no abstentions)

Motion carried

Vote on inclusion of ANT courses in Disability Studies:

Proposed: Dick Jefferies

Seconded: Juliana McDonald

Approved by all (no abstentions)

Motion carried

Mark Whitaker, Ann Kingsolver, and Chris Pool have already expressed their approval for these inclusions.



For Anthropology Faculty Vote on Friday April 21.

Three "new" programs want to include anthropology courses as electives, and in one case, as a "core requirement". We need to vote on each program.

New Majors / Minors/ Studies including Anth Classes:

1. HSP

- a. Additions to the HSP Major: ANT 245 Food, Culture and Society; ANT 302 Ethnographic Methods: Doing Anthropology (for a methods requirement option); ANT 352 Anthropology of Aging; ANT 353: Skeletal Anthropology
- b. HSP Minor: ANT 302 (methods choice); Electives: ANT 225 Culture, Environment & Global Issues, ANT 245 Food, Culture, & Society, ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities, ANT 303 Topics in Anthropology of Food & Nutrition; ANT 333 Contemporary Human Variation; ANT 352 Aging; ANT 429 Survey of Medical Anthropology

2. "US Business Studies" major. English (Jeff Clymer)-Geography (Rich Schein) and Gatton. Electives: ANT 311 (Global Dynamics), 312 (Business, Culture and Society), 330 (North American Cultures), and 341 (cross listed with LIN: Appalachian English).

3. Undergraduate Bachelor of Arts in Rehabilitation and Disability Studies. (Dept of Early Childhood, Special Ed and Rehabilitation Counseling). Students will take between 3-9 credits of Anthropology. At the minimum, we would like to require ANT 220 or ANT 230. We would like to also include a possible 6 additional credit electives from a range of departments including Anthropology.

Required\*:

ANT 220 Introduction to Cultural Anthropology (3) OR  
ANT 230 Introduction to Biological Anthropology (3)

Six hours of electives that may include:

ANT 101 What Makes Us Human? Intro to Anthropology (3) OR  
ANT 220 Introduction to Cultural Anthropology (3) OR  
ANT 230 Introduction to Biological Anthropology (3) OR  
ANT 251 Global Health: Culture, Pathologies and Social Inequalities (3) OR  
ANT 339 Human Rights in Global Perspective (3) OR  
ANT 440 Anthropological Perspectives on Child Growth (3)

*From: Kristin Maxwell, Ph.D., CRC Clinical Assistant Professor  
Department of Early Childhood, Special Education and Rehabilitation Counseling  
234 Taylor Education Building University of Kentucky  
Phone: (859) 257-7460 Email: [klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)*



College of Medicine  
Department of Behavioral Science  
Medical Behavioral Science Building  
Lexington, KY 40536-0086  
859 323-5771  
fax 859 323-5350  
www.uky.edu

March 8, 2018

Dr. Kristin Maxwell  
Clinical Assistant Professor  
Department of Early Childhood, Special Education, and Rehabilitation Counseling  
234 Taylor Education Building  
University of Kentucky  
Phone: (859) 257-7460  
Email: [klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)

Dear Dr. Maxwell,

This letter is forwarded to serve as a letter of support by department faculty for listing the Department of Behavioral Science course BSC 331: Behavioral Factors in Health and Disease as an option for a 3 credit hour elective toward the undergraduate Bachelor of Arts in Rehabilitation and Disability Studies degree.

Sincerely,

A handwritten signature in blue ink, appearing to read "Carl Leukefeld".

Carl Leukefeld  
Professor and Chair

Department of Behavioral Science  
Special Faculty Meeting  
March 10, 2017

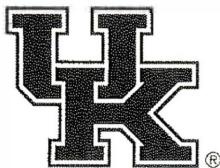
**Attendees**

Atkerson, Caban-Holt, Clark, Cole, Delaney, Fernander, Kelly, Knudsen, Leukefeld, Lile, Lofwall, Logan, Marks, Minor, Piercey, Schoenberg, Staton, Stoops, Stratton, Studts, Walsh, Webster, Weise, Wesley, Wilson.

The special meeting was called to order at 11:00 a.m.

The Department of Behavioral Science faculty agreed to list course BSC 331, Behavioral Factors in Health and Disease, by the Rehabilitation and Disabilities Studies Undergraduate Program, College of Education, and noted that the course is not being taught. A letter will be forwarded to Dr. Maxwell indicating faculty agreement.

Submitted by:  
Melissa Delaney  
March 15, 2017



University of Kentucky  
College of Education  
*Early Childhood, Special Education  
and Rehabilitation Counseling*  
229 Taylor Education Building  
597 South Upper Street  
Lexington, KY 40506-0001  
P: 859-257-4713  
F: 859-257-1325  
education.uky.edu/edsrc

## Response to RC Undergraduate Program Concerns – December 7, 2018

The Rehabilitation Counseling program within the College of Education's Department of Early Childhood, Special Education, and Rehabilitation Counseling developed and submitted a proposal to establish an undergraduate program. Prior to the submission, extensive research was conducted and related university programs were consulted, including the College of Social Work. The proposal was approved by Courses and Curricula and forwarded to the Undergraduate Council. At that stage objections were presented by the College of Social Work. A meeting of College of Education and College of Social Work representatives was held to discuss the objections.

At this meeting, three objections were outlined as follows:

1. The College of Social Work objected to the use of the term "Human Studies" in the program title, i.e. Disability and Human Studies. They suggested an alternate title of "Interdisciplinary Disability Studies".

Response: Rehabilitation counseling program faculty discussed potential name changes in detail and agreed to change the name of the proposed undergraduate program to the requested "Interdisciplinary Disability Studies." This name change was presented to the College's Courses and Curricula Committee on December 6, 2018, and was approved.

2. The use of Bureau of Labor Statistics data regarding Community and Social Service occupations were not considered appropriate to reflect the need for occupations related to rehabilitation.

Response: A review of the Bureau of Labor Statistics data reveals that the category of Community and Social Service occupations does include rehabilitation counseling and the social and human service occupations that assist rehabilitation counselors.

3. There was concern that university programs cited in the proposal are Associate degree rehabilitation programs and not Bachelor programs.

Response: Confirmation was obtained from the universities cited within the existing proposal that their programs were four-year Bachelors programs.

The Rehabilitation Counseling program would like to thank the College of Social Work for their input and support of our undergraduate program and the community of individuals with disabilities that will be served by the program graduates.

Jackie Rogers, Ph.D., Program Coordinator  
Rehabilitation Counseling Master's Program

Rosetta F. Sandidge, Ed.D., Interim Dean  
College of Education

see blue.



Educational Policy Studies & Evaluation  
131 Taylor Education Building  
Lexington, KY 40506  
(859) 257-1929

December 10, 2018,

To Whom It May Concern:

The Courses and Curricula Committee of the College of Education met on December 6, 2018, to discuss the RC Undergraduate Program Proposal that is currently at Undergraduate Council and concerns voiced from College of Social Work. Committee members agreed that a minor change to the title would best address their concerns. The title would change from "Disabilities and Human Studies" to "Interdisciplinary Disabilities Studies". The committee voted unanimously in favor of the RC name change. It was clarified during the meeting that no other changes to the proposal were made.

Sincerely,

A handwritten signature in black ink, appearing to read "Jane McE. Jensen". The signature is written in a cursive style with a horizontal line extending to the right.

Jane McE. Jensen  
Associate Professor  
Chair, College of Education  
Courses & Curricula Committee

cc: Martha Geoghegan

## Ett-Mims, Joanie

---

**From:** Benner, Kalea  
**Sent:** Tuesday, January 15, 2019 5:48 PM  
**To:** Spriggs, Amy; Vail, Ann  
**Cc:** Ett-Mims, Joanie  
**Subject:** RE: Revamped Proposal

Hi Amy – thanks so much for reaching out. We have reviewed the revised proposal for the Interdisciplinary Disability Studies degree and the College of Social Work would support the proposed degree with these changes. We appreciate the College of Education's willingness to address our concerns.

Kalea

---

**From:** Spriggs, Amy  
**Sent:** Monday, January 14, 2019 8:06 AM  
**To:** Vail, Ann <[ann.vail@uky.edu](mailto:ann.vail@uky.edu)>; Benner, Kalea <[kaleabenner@uky.edu](mailto:kaleabenner@uky.edu)>  
**Cc:** Ett-Mims, Joanie <[joanie.ett-mims@uky.edu](mailto:joanie.ett-mims@uky.edu)>  
**Subject:** FW: Revamped Proposal  
**Importance:** High

Hi Dean Vail.

I am forwarding this to you again as a friendly reminder that we need a letter of support for the Interdisciplinary Disability Studies program from the College of Education. I know I sent my request over the break, so I am sure it got buried. We are under a pretty tight deadline with new program proposals, so if you could get the letter to me at your earliest convenience, I would greatly appreciate it.

Please let me know if you have any questions.  
Thanks!

Amy D. Spriggs, Ph.D.  
Associate Professor  
EDSRC  
116 Taylor Education Building  
Lexington, KY 40506  
859-257-9105

---

**From:** "Spriggs, Amy" <[amy.spriggs@uky.edu](mailto:amy.spriggs@uky.edu)>  
**Date:** Thursday, January 3, 2019 at 8:56 AM  
**To:** "Vail, Ann" <[ann.vail@uky.edu](mailto:ann.vail@uky.edu)>  
**Subject:** FW: Revamped Proposal

Hi Dr. Vail,

I am the chair of Undergraduate Council. I know that you have worked with proposers on the Interdisciplinary Disability Studies program from the College of Education. Would you be willing to write a letter of support that we can attach with the proposal? I have attached the most current proposal so that you can see they have incorporated the changes you have requested.

Thanks,

Amy D. Spriggs, Ph.D.  
Associate Professor  
EDSRC  
University of Kentucky  
116 Taylor Education Building  
Lexington, KY 40506  
859-257-9105

---

**From:** "Maxwell, Kristin" <[klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)>  
**Date:** Thursday, January 3, 2019 at 8:07 AM  
**To:** "Spriggs, Amy" <[amy.spriggs@uky.edu](mailto:amy.spriggs@uky.edu)>  
**Subject:** Fw: Revamped Proposal

Hey Amy,

Just making sur you received this! Again, thank you for the extensive notes to whomever took the time to look over the proposal!

Kristin Maxwell, Ph.D., CRC  
Clinical Assistant Professor  
Department of Early Childhood, Special Education, and Rehabilitation Counseling  
234 Taylor Education Building  
University of Kentucky  
Phone: (859) 257-7460  
Email: [klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)

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---

**From:** Maxwell, Kristin  
**Sent:** Sunday, December 30, 2018 4:31:15 PM  
**To:** Spriggs, Amy  
**Cc:** Crystal, Ralph; Rogers, Jackie  
**Subject:** Re: Revamped Proposal

Oops, I guess it would be helpful if it was attached!!

Kristin Maxwell, Ph.D., CRC  
Clinical Assistant Professor  
Department of Early Childhood, Special Education, and Rehabilitation Counseling  
234 Taylor Education Building

University of Kentucky  
Phone: (859) 257-7460  
Email: [klmaxwell@uky.edu](mailto:klmaxwell@uky.edu)

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---

**From:** Maxwell, Kristin  
**Sent:** Sunday, December 30, 2018 4:19:43 PM  
**To:** Spriggs, Amy  
**Cc:** Crystal, Ralph; Rogers, Jackie  
**Subject:** Revamped Proposal

Hi Amy,

Here is my revamped proposal. I made a lot of changes, including the title throughout (to Interdisciplinary Disability Studies), modified SLO 3 to include disability (this is paralleled throughout) and its measurement, I beefed up specific sections and included documentation relating to BCTC (KCTCS) pathways into our program (though I think that is more for OSPIE).

Please pass along my thanks to who ever did look this over. It has been very helpful!

Kristin

Kristin Maxwell, Ph.D., CRC  
Clinical Assistant Professor  
Department of Early Childhood, Special Education, and Rehabilitation Counseling  
234 Taylor Education Building  
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Appendix D:  
Faculty Roster for All Full- and Part-time Faculty Teaching Interdisciplinary Disability Studies  
Core Major Courses

Name of Academic Program: Interdisciplinary Disability Studies

List all courses in the major core in Column (B)

Name (F,P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)
Ralph Crystal (F)	Fall, RC 520 Principles of Rehabilitation Counseling, 3 (UT)
Jackie Rogers (F)	Fall & Spring, RC 430 Practicum in Interdisciplinary Disability Studies, 5, repeatable up to 15 credits (UT)
Debra Harley (F)	Fall, RC 540 Chemical Dependency in Rehabilitation Counseling, 3 (UT); Spring, RC 530 Cultural Diversity in Rehabilitation Counseling, 3 (UT); Spring, RC 300 Introduction of Rehabilitation Counseling and Disability Across the Lifespan, 3 (UT)
Kristin Maxwell (F)	Fall, RC 510 Orientation to Rehabilitation Resources, 3 (UT); Fall, RC 515 Medical and Psychosocial Aspects of Disability I, 3 (UT) OR Spring, RC 516 Medical and Psychosocial Aspects of Disability II, 3 (UT); Fall, RC 250 Disability and Society, 3 (UT)
Jonathan Golding (F)	Fall, PSY 100 Intro To Psychology, 3 (UT)
David Beach (P)	Fall, RC 554 Rural Rehabilitation, 3 (UT)
Kathy Sheppard-Jones (P)	Spring, RC 560 Supported Employment, Independent Living, and Transition, 3 (UT)
Kenneth Tyler (F)	Fall, EDP 202 Human Development and Learning, 3 (UT)
Kalea Benner (F)	Fall, SW 124 Introduction to Social Services, 3 (UT)
John F. Watkins (F)	Fall, GRN 250 Aging in Today's World, 3 (UT)
Sally Shepley (F)	Spring, EDS 546 Transdisciplinary Services for Students with Disabilities: Transition, 3 (UT)
Jan Ainger	Fall, EDS 375 Introduction to Education of Exceptional Children, 3 (UT)
Rachel Farr (F)	Fall, PSY 223 Developmental Psychology, 3 (UT)
Kiluba Nkulu (F)	Fall, EPE 301 Education in American Culture, 3 (UT)

<b>ACADEMIC DEGREES &amp; COURSEWORK</b> <b>Relevant to Courses Taught, Including Institution &amp; Major</b> <b>List specific graduate coursework, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> <b>Related to Courses Taught</b>
Ph.D. Rehabilitation Psychology, CRC, LPC; University of Wisconsin-Madison	Former RC Program Coordinator, EDSRC Department Chair
Ph.D. Educational Psychology, CRC; University of Kentucky	Current RC Program Coordinator
Ph.D. Special Education, Ph.D. Rehabilitation Counseling, CRC, LPC; Southern Illinois University-Carbondale	
Ph.D. Rehabilitation Psychology, CRC; University of Wisconsin-Madison	
Ph.D. Cognitive Psychology; University of Denver	
Ph.D. Educational Psychology, CRC; University of Kentucky	
Ph.D. Educational Psychology; University of Kentucky	Director of the Human Development Institute (HDI)
Ph.D. Developmental Psychology; Howard University	EDP Department Chair
Ph.D. Social Work, MSW, LCSW; University of Missouri	SW Director of Undergraduate Studies
Ph.D. Geography - Formal/Mathematical Demography; University of Colorado-Boulder	GRN Chair, Graduate Center for Gerontology
Ph.D. Special Education, Board Certified Behavior Analyst-Doctoral (BCBA-D); University of Georgia	
ABD, Defending in August 21st, 2018; Ph.D. will be in Education (Emphasis Literacy, Special Ed, & Teacher Ed)	Taught Deaf and Special Education Pre-K-8 for 10 years, One Year Program Coordinator for the Program
Ph.D. Developmental Psychology, Community Psychology; University of Virginia-Charlottesville	
Ph.D. Educational Policy Studies; University of Kentucky	

Appendix E:  
Student Learning Outcomes and Assessment Schedule

## **Program Objective and Student Learning Outcomes**

### **1) Program Objective**

The Interdisciplinary Human Studies (IDS) program has an ultimate goal of assuring that individuals with disabilities receive the highest quality of services to which they are entitled. The IDS program will contribute to the development of entry level practitioners through its program of academic instruction and training, with an overall goal of improving practice in the rehabilitation. The IDS program will also develop personnel committed to the field of rehabilitation who can provide effective services to individuals with disabilities, including individuals with severe disabilities. Students will gain evidenced-based knowledge and skills and then apply them in real life at agencies during practical work. This program is designed for students who want to become employed in a variety of jobs serving individuals with disabilities and/or who want to go on to graduate studies in programs such as Rehabilitation Counseling.

### **2) Student Learning Outcomes**

- I. Students will demonstrate advanced knowledge, skill and mastery of service provision practices for people with disability.
- II. Students will demonstrate broad and integrative knowledge of models (medical, psychological, social) and vocational aspects of disability.
- III. Students will demonstrate the ability to identify and critically examine one or more contending views of education in America from a cultural, historical, philosophical or sociological/social justice perspective, then communicate what they have learned through written and oral work.

## Program Assessment and Student Learning Outcomes

### 1) Program Assessment

The IDS program will demonstrate commitment, as a student-centered and responsive program, to maintaining a curriculum, academic environment, and faculty commitment to excellence, equity, justice, diversity, and innovation. The IDS program will demonstrate this commitment through (a) ongoing program evaluation activities with input from current and former students, our advisory board, and community and state disability advocacy and IDS constituencies, (b) ongoing and responsive faculty review of and responsiveness to program evaluation activities, and (c) sharing of IDS program information and evaluation with current and former students, our advisory board, community and state disability advocacy and IDS constituencies, the College of Education and University of Kentucky administration, other stakeholders, and constituencies and the public.

### Evaluation for Objective

Objective (a): Ongoing program evaluation activities with input from current and former students, our advisory board, and community and state disability advocacy and IDS constituencies.

<b>Performance Indicator</b>	<b>Evidence of Assessment</b>	<b>Time Period</b>	<b>Evaluator(s)</b>	<b>Action/Review/Dissemination</b>
Site Supervisor and University Supervisor Evaluation of Student	Final Evaluation form	Annually	Clinical Practicum Site Supervisor, University Supervisor	Rehabilitation Counseling program will review at annual program meeting (as evaluations available).
Student Feedback: Program Survey	Program Survey	5 year	Recent graduates, former students	Program faculty will review the results of the surveys in Program meetings
External Program Evaluation	Evaluation Report	Annually	Faculty/Administrators, Advisory Board Members	Public evaluation posted on the RC website and provided to the advisory board annually

Objective (b): Ongoing and responsive faculty review of and responsiveness to program evaluation activities.

1. The Program evaluations provided from students and advisory board (e.g., site supervisors) will review at the IDS program faculty meeting as available and discuss in terms of the ongoing need for Program response, revision or improvement in policies, procedures, or curriculum.
2. The Program faculty will comprehensively review feedback produced in the prior year, including from the Program Exit Survey (responsible: Coordinator), 5 year student survey (responsible: Coordinator), site supervisor program evaluation forms and meetings (responsible: faculty supervisors), and advisory board meeting (responsible: Coordinator), as well as other Program evaluation data, and discuss in the context of the ongoing need for Program response, revision or improvement in policies, procedures, or curriculum at the Program. At this retreat, time is dedicated to faculty review of course curriculum and teaching responsibilities to ensure alignment with University of Kentucky policies, as well as the effectiveness of student learning.
3. The faculty will annually meet with the Program’s Advisory Board, which includes students, former students, site supervisors, university faculty and unit directors, and other professionals in the community and state. Program evaluation information is reviewed (as below) and discussed in terms of the ongoing need for Program responses, revision or improvement in policies, procedures, or curriculum.

Objective (c): Sharing of IDS Program information and evaluation with current and former students, our advisory board, community and state disability advocacy and IDS constituencies, the College of Education and University of Kentucky administration, other stakeholders, and constituencies and the public.

Objective b1.

Performance Indicator	Evidence of Assessment	Time Period	Evaluator(s)	Action/Review/Dissemination
Dissemination of <ul style="list-style-type: none"> <li>• Program evaluations (student and advisory board)</li> <li>• Program exit survey</li> <li>• 5-year student survey</li> <li>• Site supervisor evaluations and meetings</li> <li>• Advisory board meetings</li> </ul>	IDS program Report, Meeting minutes, Program and survey results	Annually	Various (Students, site supervisors, university advisors)	Report will be posted on the Rehabilitation Counseling website in the public information section, annually, and provided to the Advisory Board annually at the meeting. Department and College Administration will be notified of report availability.

## 2) Student Learning Outcomes Assessment

**Student Learning Outcome 1:** Students will demonstrate advanced knowledge, skill and mastery of service provision practices for people with disability.

Performance Indicator	Evidence of Assessment	Time Period	Evaluator(s)	Action/Review/Dissemination
Learning goal contract jointly developed by the student, site supervisor, and university supervisor.	Fulfillment of contract and evaluations	Annually	Site Supervisor and University supervisor	Students will meet with their site and university supervisor to discuss about their learning goal contract, progress, and final evaluation.

**Student Learning Outcome 2:** Students will demonstrate broad and integrative knowledge of models (medical, psychological, social) and vocational aspects of disability.

Performance Indicator	Evidence of Assessment	Time Period	Evaluator(s)	Action/Review/Dissemination
Midterm and final evaluation in either RC 515 or RC 516	Midterm and final evaluation	Annually	Instructing faculty and faculty supervisor	Course will be reviewed by the Program faculty in program review at annual retreat.

**Student Learning Outcome 3:** Students will demonstrate the ability to identify and critically examine one or more contending views of education in America from a cultural, historical, philosophical or sociological/social justice perspective, then communicate what they have learned through written and oral work.

Performance Indicator	Evidence of Assessment	Time Period	Evaluator(s)	Action/Review/Dissemination
Successful completion of required written and oral assignments with feedback from instructor to demonstrate educational knowledge	EPE 301 course grade, 15-page written assignment, student oral presentation	Annually	Instructing Faculty and Faculty supervisor	EPE 301 course grade evaluation, 15-page written assignment, student oral presentation



## Student Learning Outcome 3 Documentation

### Memorandum of Agreement

Department of Educational Policy Studies & Evaluation and Partnering Programs on  
Graduation Composition and Communication Requirement (GCCR)

University of Kentucky

Effective Fall 2018 through May 31, 2021

Background: The University Senate transformed the former university graduation-writing requirement (GWR) into a degree graduation composition and communication requirement (GCCR) that is appropriate for the academic program a given major represents. The GCCR will be anchored by writing appropriate to the discipline. It will also include at least one other modality of communication – oral or visual. The Senate has established the principles and requirements of the GCCR. Faculty in partnering programs have voted to fulfill the requirement through successful completion (“C” or better) on core components of one class: EPE 301 “Education and American Culture.” EPE 301 is offered by the Department of Educational Policy Studies & Evaluation in the College of Education. The partnering programs have named EPE 301 in their approved GCCR degree program plans.

EPE 301 Course Description: A multidisciplinary course exploring the context of teaching and learning in American society both within and outside the classroom, and enhancing critical examination of contending views, past and present, regarding the nature and role of education institutions in society.

EPE 301 has historically served as an upper division writing-intensive course and is well suited to meet GCCR program learning objectives for education and related majors. EPE 301 also serves to meet the UK Core “Community, Culture, and Citizenship” requirement. Finally, EPE 301 satisfies a College of Education undergraduate certification requirement for field experience. As such, EPE 301 is designed to support student achievement of the following learning outcomes:

UK Core Learning Outcome 4: Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

GCCR Course Student Learning Outcome for majors in Education and related fields:

Students will demonstrate the ability to identify and critically examine one or more contending views of education in America from a cultural, historical, philosophical or sociological/social justice perspective, then communicate what they have learned through written and oral work.

Agreement:

1. EPE will offer multiple section of EPE 301 (no more than 30 students per section) during the fall and spring terms and also a couple sections during summer school so that students from partnering programs can fulfill the GCCR.
2. EPE and partnering programs will coordinate scheduling of EPE 301 to minimize scheduling conflicts with other required courses.
3. Partnering programs will maintain communication with EPE to inform their major students during advising periods and through course bulletin listings how GCCR requirement can

be met.

4. The course will have the following specific requirements: written assignment (s) of at least 4,500 words in English (the equivalent of 15 pages of double-spaced, type written text), student oral presentations of at least 10 minutes in English, and evidence of draft feedback-revision process on the required GCCR written and oral assignment(s).
5. EPE will provide a syllabus that (a) shows how EPE 301 meets the Senate criteria for GCCR and (b) provides students from partnering programs with the opportunity to conduct discipline specific Field Experiences. All sections of EPE 301 will include these core features.
6. EPE will maintain communication with contact persons in partnering programs and/or the Directors of Undergraduate Studies to share rubrics used in scoring assignments. Grades on the grading rubrics provide evidence of student performance specifically on the GCCR components of the course for use in degree program assessment reporting.
7. Partnering programs are responsible for submitting assessment results based on the above data regarding degree program student learning outcome(s) for their students according to their GCCR assessment plan and assessment review cycle established by the UK Office of Assessment.
8. Each student from a partnering program is responsible for keeping a record of submitted assignments (as artifacts) in their portfolio via OTIS.
9. Faculty designated by the EPE department chair and by chairs of partnering programs will consult annually about the partnering program GCCR assessment results, the course assignments, and scoring rubrics, and to recommend improvements/changes to the course and/or assignments to ensure consistency with the needs of various program graduates. The results will be reported to faculty in partnering programs and EPE (as an agenda item for the Program Faculty Chairs meeting).

Renewal: This initial agreement will be for 2 years with the possibility of renewal. In the year prior to expiration of the agreement, program faculty from each program will review and consider this agreement renewal. If agreed to by both parties, the renewal will be approved 6 months prior to contract expiration. Renewals will not be for less than a 3 year term.

Termination: In the event either program would like to terminate this agreement, the department initiating termination will give the other party a 1 year written notice of intent to terminate this agreement. Additionally, if the University Senate fails to approve GCCR, eliminates the requirement cone formally approved or significantly changes the requirement, then this agreement will become null and void.

## Education Policy Studies and Evaluation

### “Education in American Culture”

#### Information for Departments completing their GCCR Assessment Plan

#### **8. Graduation Composition and Communication Requirement (GCCR)**

The GCCR is the Graduation Composition and Communication Requirement, which replaces the former GWR (Graduation Writing Requirement). The GCCR is intended to integrate learning outcome #2 of the UK Core (**that is, students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information**) into upper-division majors across the university. Students from partnering programs will take and complete EPE 301 to fulfill the GCCR requirement.

EPE recommends partners use the following SLO's for which EPE 301 is designated:

**Student Learning Outcome 3:** Students will demonstrate proficiency in oral communication skills with the effective use of technology.

**Student Learning Outcome 4:** Students will demonstrate proficiency in written communication skills including grammar, clarity of writing, organization, integration of course concepts, and referencing of sources.

#### **8.2 Describe your plan for assessing the composition component of the GCCR;**

**Composition Component - Student Learning Outcome 4:** Students will demonstrate proficiency in written communication skills including grammar, clarity of writing, organization, integration of course concepts, and referencing of sources.

##### *Written Communication Requirement*

Written Communication is assessed by collecting written artifact assignments from EPE 301 during the assessment period. The instructor of the course will score the written artifact using the attached rubric at the same time the written artifact is scored for grading. See Appendix A for rubric.

#### **8.3 Describe your plan for assessing the oral components of the GCCR;**

**Oral/Visual Component - Student Learning Outcome 3:** Students will demonstrate proficiency in oral communication skills with the effective use of technology.

##### *Oral Communication Requirement*

Oral Communication is assessed by having copies of oral presentations from EPE 301 kept for later analysis or by having the instructor of the course score the presentation using the attached rubric at the same time it is scored for grading. See Appendix B for rubric.

#### **8.4 Identify clear goals, rubrics, and revision plans for GCCR implementation;**

**Rubrics are attached in Appendix A and B.**

**Benchmark/Target for Each Required Assessment Component:**

Scores of 70% or higher receiving the “meets” or “exceeds” expectations on the grading rubrics will be deemed acceptable. Scores lower than 70% will be deemed unacceptable and will prompt review and action.

**8.5 Describe the assignment(s) and instructions resulting in student artifacts;**

EPE 301 GCCR Assignments – please see Appendix C.

**8.6 Describe your sampling plan for collecting and submitting ungraded student artifacts as evidence for GCCR course student learning outcomes;**

We promise to provide departments with access to their students' artifacts along with scores and comments. Individual departments will choose to sample from these artifacts for submission as evidence or not.

**8.7 Please attach a copy of current assessing rubrics for GCCR assignments(s);**

Please see Appendix A and Appendix B for rubrics.

**8.8 Please attach a copy of the current syllabus for the GCCR course(s);**

Please see attached copy of current EPE 301 course syllabus for the GCCR.

**EPE 301: Education in American Culture**

**GCCR Evaluation of Written Communication (50 points)**

<b>TOTAL = 50 points</b>	<b>Excellent</b>	<b>Competent</b>	<b>Acceptable</b>	<b>Needs Work</b>	<b>Not Applicable</b>
<b>Context of and Purpose for Writing 17.5 Points</b>	<b>17.5-16 Points</b> Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	<b>15.5-14 Points</b> Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context)	<b>13.5-13 Points</b> Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience)	<b>12.5-12 Points</b> Acknowledges context, audience, or purpose. Lack of focus on assigned on task.	<b>11.5-0 Points</b> Assignment does not fit the criteria for GCCR Written Communication.
<b>Content Development 17.5 Points</b>	<b>17.5-16 Points</b> Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work	<b>15.5-14 Points</b> Uses appropriate and relevant content to explore ideas within the context of the discipline and shape the whole work	<b>13.5-13 Points</b> Uses appropriate and relevant content to develop simple ideas in some parts of the work	<b>12.5-12 Points</b> Uses content to develop simple ideas in some parts of the work however at times the content is inappropriate or irrelevant.	<b>11.5-0 Points</b> Assignment does not fit the criteria GCCR Written Communication.
<b>Organization and Disciplinary Conventions 5 Points</b>	<b>5 points</b> Demonstrates detailed attention to and successful execution of conventions particular to a specific discipline (APA) including organization, content, presentation, formatting, and stylistic choices	<b>4 points</b> Demonstrates consistent use of important conventions particular to a specific discipline (APA) including organization, content, presentation, and stylistic choices	<b>3 points</b> Attempts to use a consistent system for basic organization and presentation	<b>2 points</b> Attempts to use a system for basic organization and presentation but inconsistent throughout paper	<b>0 points</b> Assignment does not fit the criteria GCCR Written Communication.

<p><b>Sources and Evidence</b> <b>5 Points</b></p>	<p><b>5 points</b> Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing</p>	<p><b>4 points</b> Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing</p>	<p><b>3 points</b> Demonstrates consistent use of sources to support ideas in the writing, however sources are not credible or irrelevant</p>	<p><b>2 points</b> Demonstrates an attempt to use sources to support ideas in the writing</p>	<p><b>0 points</b> Assignment does not fit the criteria GCCR Written Communication.</p>
<p><b>Control of Syntax and Mechanics</b> <b>5 Points</b></p>	<p><b>5 points</b> Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free</p>	<p><b>4 points</b> Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors</p>	<p><b>3 points</b> Uses language that sometimes impedes meaning because of errors in usage</p>	<p><b>2 points</b> Uses language that consistently impedes meaning because of the many errors in usage</p>	<p><b>0 points</b> Assignment does not fit the criteria GCCR Written Communication.</p>

\*\*adapted from the Association of American Colleges and Universities' Written Communication VALUE Rubric <http://www.aacu.org/resources/assessment/>

**EPE 301: Education in American Culture**

**GCCR Evaluation of Oral Communication**

<b>TOTAL= 60 points</b>	<b>Excellent</b>	<b>Competent</b>	<b>Acceptable</b>	<b>Needs Work</b>	<b>Not Applicable</b>
<b>Central Message 10 Points</b>	<b>10-9 points</b> Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	<b>8 points</b> Central message is clear and consistent with the supporting material.	<b>7 points</b> Central message can be deduced, but is not explicitly stated in the presentation.	<b>6 points</b> Central message is attempted but unclear.	<b>5-0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.
<b>Organization (Macrostructure and Microstructure) 10 Points</b>	<b>10-9 points</b> Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	<b>8 points</b> Organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is clearly and consistently observable within the presentation.	<b>7 points</b> Organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is sporadic and inconsistent.	<b>6 points</b> Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable.	<b>5-0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.
<b>Language 10 Points</b>	<b>10-9 points</b> Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	<b>8 points</b> Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	<b>7 points</b> Language choices are unclear and generally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	<b>6 points</b> Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	<b>5-0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.

<p><b>Delivery</b> <b>15 Points</b></p>	<p><b>15-13.5 points</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. Incorporates appropriate technology to greatly enhance the presentation.</p>	<p><b>13-12 points</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears to be fairly comfortable. Incorporates appropriate technology to support the presentation.</p>	<p><b>11.5-10.5 points</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears to be fairly comfortable. Does not appropriately or sufficiently use technology.</p>	<p><b>10-9 points</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. Does not appropriately or sufficiently use technology.</p>	<p><b>8-0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.</p>
<p><b>Supporting Material (including visual presentation aid)</b> <b>10 Points</b></p>	<p><b>10-9 points</b> A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility or authority on the topic.</p>	<p><b>8 points</b> Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility or authority on the topic.</p>	<p><b>7 points</b> Limited supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.</p>	<p><b>6 points</b> Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that doesn't directly support the presentation or establishes the presenter's credibility/authority on the topic.</p>	<p><b>5-0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.</p>



<p><b>Teamwork</b> <b>5 Points</b></p>	<p><b>5 points</b> Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.</p>	<p><b>4 points</b> Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</p>	<p><b>3.5 points</b> Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.</p>	<p><b>3-2 points</b> Engages team members by taking turns and listening to others without interrupting.</p>	<p><b>1-0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.</p>
<p><b>Questions and Answers</b> <b>5 Points</b></p>	<p><b>5 points</b></p>	<p><b>4 points</b></p>	<p><b>3 points</b></p>	<p><b>2 points</b></p>	<p><b>0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.</p>

\*\*adapted from the Association of American Colleges and Universities' Oral Communication VALUE Rubric <http://www.aacu.org/resources/assessment/>

**EPE 301: Education in American Culture**

**GCCR Evaluation of Research Paper (50 points)**

<b>TOTAL = 50 points</b>	<b>Excellent</b>	<b>Competent</b>	<b>Acceptable</b>	<b>Needs Work</b>	<b>Not Applicable</b>
<b>Context of and Purpose for Writing 17.5 Points</b>	<b>17.5-16 Points</b> Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	<b>15.5-14 Points</b> Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context)	<b>13.5-13 Points</b> Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience)	<b>12.5-12 Points</b> Acknowledges context, audience, or purpose. Lack of focus on assigned on task.	<b>11.5-0 Points</b> Assignment does not fit the criteria for GCCR Written Communication.
<b>Content Development 17.5 Points</b>	<b>17.5-16 Points</b> Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work	<b>15.5-14 Points</b> Uses appropriate and relevant content to explore ideas within the context of the discipline and shape the whole work	<b>13.5-13 Points</b> Uses appropriate and relevant content to develop simple ideas in some parts of the work	<b>12.5-12 Points</b> Uses content to develop simple ideas in some parts of the work however at times the content is inappropriate or irrelevant.	<b>11.5-0 Points</b> Assignment does not fit the criteria GCCR Written Communication.
<b>Organization and Disciplinary Conventions 5 Points</b>	<b>5 points</b> Demonstrates detailed attention to and successful execution of conventions particular to a specific discipline (APA) including organization, content, presentation, formatting, and stylistic choices	<b>4 points</b> Demonstrates consistent use of important conventions particular to a specific discipline (APA) including organization, content, presentation, and stylistic choices	<b>3 points</b> Attempts to use a consistent system for basic organization and presentation	<b>2 points</b> Attempts to use a system for basic organization and presentation but inconsistent throughout paper	<b>0 points</b> Assignment does not fit the criteria GCCR Written Communication.

**EPE 301: Education in American Culture**

**GCCR Evaluation of Research Presentation**

<b>TOTAL= 60 points</b>	<b>Excellent</b>	<b>Competent</b>	<b>Acceptable</b>	<b>Needs Work</b>	<b>Not Applicable</b>
<b>Central Message 10 Points</b>	<b>10-9 points</b> Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	<b>8 points</b> Central message is clear and consistent with the supporting material.	<b>7 points</b> Central message can be deduced, but is not explicitly stated in the presentation.	<b>6 points</b> Central message is attempted but unclear.	<b>5-0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.
<b>Organization (Macrostructure and Microstructure) 10 Points</b>	<b>10-9 points</b> Organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	<b>8 points</b> Organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is clearly and consistently observable within the presentation.	<b>7 points</b> Organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is sporadic and inconsistent.	<b>6 points</b> Organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is not observable.	<b>5-0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.

<p><b>Language 10 Points</b></p>	<p><b>10-9 points</b> Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.</p>	<p><b>8 points</b> Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</p>	<p><b>7 points</b> Language choices are unclear and generally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.</p>	<p><b>6 points</b> Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.</p>	<p><b>5-0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.</p>
<p><b>Delivery 15 Points</b></p>	<p><b>15-13.5 points</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. Incorporates appropriate technology to greatly enhance the presentation.</p>	<p><b>13-12 points</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears to be fairly comfortable. Incorporates appropriate technology to support the presentation.</p>	<p><b>11.5-10.5 points</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears to be fairly comfortable. Does not appropriately or sufficiently use technology.</p>	<p><b>10-9 points</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. Does not appropriately or sufficiently use technology.</p>	<p><b>8-0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.</p>

<p style="text-align: center;"><b>Supporting Material (including visual presentation aid)</b> <b>10 Points</b></p>	<p style="text-align: center;"><b>10-9 points</b></p> <p>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility or authority on the topic.</p>	<p style="text-align: center;"><b>8 points</b></p> <p>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility or authority on the topic.</p>	<p style="text-align: center;"><b>7 points</b></p> <p>Limited supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.</p>	<p style="text-align: center;"><b>6 points</b></p> <p>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that doesn't directly support the presentation or establishes the presenter's credibility/ authority on the topic.</p>	<p style="text-align: center;"><b>5-0 points</b></p> <p>Assignment does not fit the criteria for GCCR Oral Requirement.</p>
<p style="text-align: center;"><b>Teamwork</b> <b>5 Points</b></p>	<p style="text-align: center;"><b>5 points</b></p> <p>Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.</p>	<p style="text-align: center;"><b>4 points</b></p> <p>Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</p>	<p style="text-align: center;"><b>3.5 points</b></p> <p>Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.</p>	<p style="text-align: center;"><b>3-2 points</b></p> <p>Engages team members by taking turns and listening to others without interrupting.</p>	<p style="text-align: center;"><b>1-0 points</b></p> <p>Assignment does not fit the criteria for GCCR Oral Requirement.</p>

<b>Questions and Answers</b> <b>5 Points</b>	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>0 points</b> Assignment does not fit the criteria for GCCR Oral Requirement.
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\*\*adapted from the Association of American Colleges and Universities' Oral Communication VALUE Rubric <http://www.aacu.org/resources/assessment/>

### Appendix C – EPE 301 GCCR Assignments

<b>GCCR – Course Requirements</b>	<b>EPE 301</b>
At least 4500 words of English Composition (approximately 15 pages total)	Formal Paper 1 (5-6 pages) Field Experience Project Paper 2 (10-12 pages) Total: 15-18 pages
Two oral communication (or visual) assignments	Oral Communication Workshop Oral Presentation of Project 1 and Project 2, Integrating Course Concepts and Critical Examination of Identified Issues
Two formal written assignments demonstrating ability to critically examine issues in American culture and society	Integration of Course Concepts with Critical Examination of Identified Issues in Paper 1 and Paper 2
A draft/feedback/revision process on GCCR assignments	Writing Workshop Peer Review Process with Feedback from Instructor

#### Ways in which EPE 301 meets GCCR:

##### **At Least 4500 Words of English Composition (approximately 15 pages total):**

EPE 301 is a writing intensive class in which students will be completing anywhere from 15 to 18 pages of English composition. The students have two concept integration and critical analysis papers in this class. These papers require students to critically examine one or more issues in society applying to Education in America. One of these papers will be a scholarly paper based on field experiences, ranging between 10 and 12 pages. The second paper will be on any of the following options: 1) group project on a topic of choice but related to issues on education in America and 2) an educational autobiography. This second paper will be in formal writing, ranging between 5 and 6 pages.

Each stage of the scholarly paper assignment requires a written submission from the students. The students must first submit a paper on their project with background information and references. This 1-page paper asks students to pick a research topic, explain their interest in it, and provide a rationale for why this is an issue to be explored. They must also submit a preliminary reference sheet of at least 6 scholarly, peer reviewed sources to accompany their research topic. The second part of the process is a rough draft (2-3 pages) that asks students to outline the major points to be developed in the paper and briefly summarize the basic arguments, all to be discussed during the draft review. The third and last part of the process is the completion of the research paper (10-12 pages). Students will develop their topic, discuss and critically examine their findings, integrate concepts from existing literature and from class readings and discussion, then offer concluding reflections on their research topics. The written assignments will approximately total 15 to 18 pages of English composition.

### **An Oral Communication (or Visual) Assignment:**

Two oral presentations are required of the students in EPE 301. Each of the two oral presentations will be based on students' understanding of identified issues and on application of concepts learned in this course (approximately 5 minutes per person and per presentation). In these presentations, the students will talk about the topics they investigated, the significance of the concepts they learned, how the concepts apply to the issues they chose to examine, and share their personal positioning. All two presentations for this class will require a one-page typed outline or a visual organization of the materials prior to delivery.

### **An Assignment Demonstrating Ability to Critically Examine Issues in American Culture:**

Students will complete two written assignments and demonstrate their ability to critically examine identified issues over Education in America. The two assignments focus on issue identification, concept synthesis and integration, and critical analysis. These papers will ask students to develop a topic, critically examine issues being investigated, and explain how concepts learned in this course help better understand and address real life problems. These two writing projects will require students to do an in-depth examination of a topic on education in American culture and society. Students should demonstrate ability to summarize, synthesize, and critically examine issues from a cultural, historical, sociological/social justice, or philosophical perspective within the field of education.

### **A Draft/Feedback/Revision Process on GCCR Assignments:**

There are several ways in which the students will engage in a revision/feedback process in this class. The three stages of paper writing will require students to engage in a step-by-step process of thinking, generating ideas through writing, and receiving a feedback. They will begin with picking a topic, explaining their interest in it, providing an explanation why the topic is relevant to education in American culture and society, provide a list of relevant literature, then discuss with peers in class. This step-by-step process will continue through the second (rough draft) and third (paper completion) stages, ensuring that students get feedback throughout the progression of their research. They will then engage in the peer-review process and edit each other's papers. With this process, the students will get feedback from peers in the class. The instructor will also provide feedback in order for the student to revise their paper before submitting the final copy. There are several revisions for oral and written assignments in EPE 301.



**EPE 301: Education in American Culture**

**Grading Rubrics for Written Communication (100 points – Alternative Grading for Written Communication)**

<b>TOTAL = 100 points</b>	<b>Excellent</b>	<b>Competent</b>	<b>Acceptable</b>	<b>Needs Work</b>	<b>Not Applicable</b>
<b>Context of and Purpose for Writing (35 Points)</b>	<p align="center"><b>35-32 points</b></p> <p>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work</p>	<p align="center"><b>31-28 points</b></p> <p>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context)</p>	<p align="center"><b>27-25 points</b></p> <p>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience)</p>	<p align="center"><b>24-23 points</b></p> <p>Acknowledges context, audience, or purpose. Lack of focus on assigned on task.</p>	<p align="center"><b>22-0 points</b></p> <p>Assignment does not fit the criteria for GCCR Written Communication.</p>
<b>Content Development (35 Points)</b>	<p align="center"><b>35-32 points</b></p> <p>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work</p>	<p align="center"><b>31-28 points</b></p> <p>Uses appropriate and relevant content to explore ideas within the context of the discipline and shape the whole work</p>	<p align="center"><b>27-25 points</b></p> <p>Uses appropriate and relevant content to develop simple ideas in some parts of the work</p>	<p align="center"><b>24-23 points</b></p> <p>Uses content to develop simple ideas in some parts of the work however at times the content is inappropriate or irrelevant.</p>	<p align="center"><b>22-0 points</b></p> <p>Assignment does not fit the criteria GCCR Written Communication.</p>
<b>Organization and Disciplinary Conventions (10 Points)</b>	<p align="center"><b>10-9 points</b></p> <p>Demonstrates detailed attention to and successful execution of conventions particular to a specific discipline (APA) including organization, content, presentation, formatting, and stylistic choices</p>	<p align="center"><b>8 points</b></p> <p>Demonstrates consistent use of important conventions particular to a specific discipline (APA) including organization, content, presentation, and</p>	<p align="center"><b>7 points</b></p> <p>Attempts to use a consistent system for basic organization and presentation</p>	<p align="center"><b>6 points</b></p> <p>Attempts to use a system for basic organization and presentation but inconsistent throughout paper</p>	<p align="center"><b>5-0 points</b></p> <p>Assignment does not fit the criteria GCCR Written Communication.</p>

<p align="center"><b>Sources and Evidence (10 Points)</b></p>	<p align="center"><b>10-9 points</b></p> <p>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing</p>	<p align="center"><b>8 points</b></p> <p>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing</p>	<p align="center"><b>7 points</b></p> <p>Demonstrates consistent use of sources to support ideas in the writing, however sources are not credible or irrelevant</p>	<p align="center"><b>6 points</b></p> <p>Demonstrates an attempt to use sources to support ideas in the writing</p>	<p align="center"><b>5-0 points</b></p> <p>Assignment does not fit the criteria GCCR Written Communication.</p>
<p align="center"><b>Control of Syntax and Mechanics (10 Points)</b></p>	<p align="center"><b>10-9 points</b></p> <p>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free</p>	<p align="center"><b>8 points</b></p> <p>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors</p>	<p align="center"><b>7 points</b></p> <p>Uses language that sometimes impedes meaning because of errors in usage</p>	<p align="center"><b>6 points</b></p> <p>Uses language that consistently impedes meaning because of the many errors in usage</p>	<p align="center"><b>5-0 points</b></p> <p>Assignment does not fit the criteria GCCR Written Communication.</p>

\*\*adapted from the Association of American Colleges and Universities' Written Communication VALUE Rubric <http://www.aacu.org/resources/assessment/>

Appendix F:  
Degree Plan/Curriculum Guide

### 4-Year Degree Plan (120 credit hours)

<p><b>FALL – YEAR 1 (15 credit hours)</b>            UK CORE (Intellectual Inquiry Humanities) - PSY 100 (3)            UK CORE (Quantitative Reasoning Quantitative Foundations) (3)            UK CORE (Composition and Communication Composition and Communication I) (3)            SOC 235 Inequalities in Society (3)            RC 250 Disability and Society (3)</p>	<p><b>SPRING – YEAR 1 (15 credit hours)</b>            UK CORE (Intellectual Inquiry Arts and Creativity) (3)            UK CORE (Composition and Communication Composition and Communication II) (3)            UK CORE (Quantitative Reasoning Statistical Inferential Reasoning) (3)            RC 510 Orientation to Rehabilitation Resources (3)            RC 300 Introduction of Rehabilitation Counseling and Disability Across the Lifespan (3)</p>
<p><b>FALL – YEAR 2 (15 credit hours)</b>            UK CORE (Intellectual Inquiry Social Sciences)            UK CORE (Citizenship Community, Culture and Citizenship in the USA) (3)            UK CORE (Citizenship Global Dynamics) (3)            EPE 301 Education in American Culture (3)            ANT 101/220/230/251/339/440 (3)</p>	<p><b>SPRING – YEAR 2 (15 credit hours)</b>            UK CORE (Intellectual Inquiry Natural/Physical/Mathematical) (3)            RC 520 Principles of Rehabilitation Counseling (3)            SW 124 Introduction to Social Services (3)            EDP 202 Human Development and Learning (3)            PSY 302 Psychology in Business and Industry/PSY 333 Abnormal Psychology (3)</p>
<p><b>FALL – YEAR 3 (15 credit hours)</b>            EDS 375 Introduction to Education of Exceptional Children (3)            EDP 305 Introduction to Counseling Skills (3)            PSY 223 Developmental Psychology (3)            SW 222 Development of Social Welfare (3)/SW 325 Social Justice Foundations (3)            RC 530 Cultural Diversity in Rehabilitation Counseling (3)</p>	<p><b>SPRING – YEAR 3 (15 credit hours)</b>            RC 540 Chemical Dependency in Rehabilitation Counseling (3)            RC 560 Supported, Employment, Independent Living, and Transition (3)            EDS 530 Intro to Moderate and Severe Disabilities (3)            EDS 546 Transdisciplinary Services for Students with Disabilities: Transition (3)            GRN 250 Aging in Today's World (3)</p>
<p><b>FALL – YEAR 4 (15 credit hours)</b>            EDS 516/EDS 530/EDS 570 (3)            EDP 545/522 (3)            RC 554 Rural Rehabilitation (3)            SOC 337/338/350/355/439 (3)            Electives (3)</p>	<p><b>SPRING – YEAR 4 (15 credit hours)</b>            SOC 355 Sociology of Health and Illness (3)            IEC 255/546 (3)            RC 430 Practicum (5)            Electives (3)            Electives (3)</p>

Appendix G:  
Curriculum Map

## **Curriculum Map**

The following three student learning outcomes are based on the knowledge and transferable skills of rehabilitation field that Interdisciplinary Disability Studies (IDS) program should contribute to the development of practitioners, educators, and researchers through its program of academic instruction and clinical training of improving practice in the rehabilitation profession.

1. Students will demonstrate advanced knowledge, skill and mastery of service provision practices for people with disability.
2. Students will demonstrate broad and integrative knowledge of models (medical, psychological, social) and vocational aspects of disability.
3. Students will demonstrate the ability to identify and critically examine one or more contending views of education in America from a cultural, historical, philosophical or sociological/social justice perspective, then communicate what they have learned through written and oral work.

The courses in the Interdisciplinary Disability Studies curriculum should introduce, reinforce and emphasize one or more of the three student learning outcomes listed. The way the learning outcomes map onto the course in the curriculum is represented as the curriculum map.

## CURRICULUM MAP

I = introduction, R = reinforce, E= emphasize

Course	SLO 1	SLO 2	SLO 3
EPE 301			I,R,E
RC 250	I		
RC 300	I		
RC 430	R,E	R,E	
RC 510	I		
RC 515	I,R,E	I,R,E	
RC 516	I,R,E	I,R,E	
RC 520	I	I	
RC 530	R,E	R,E	
RC 540	I,R	I,R	
RC 554	I,R		
RC 560	I,R		

Appendix H:  
College of Education Interest Survey in the BA in Disability and Human Studies

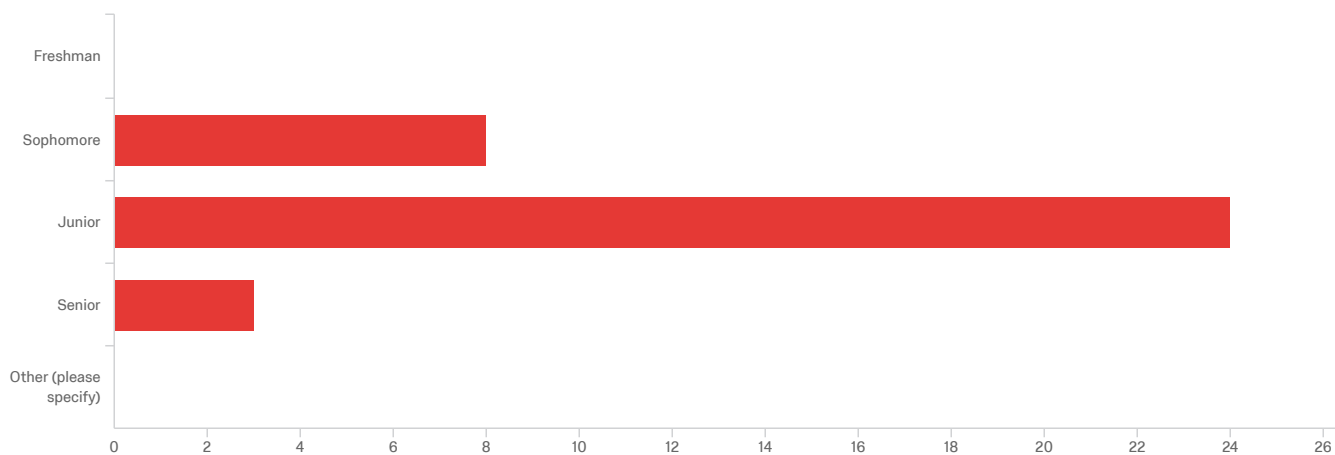


# Default Report

*BA in Disability and Human Studies Degree Survey*

August 6, 2018 9:42 AM MDT

Q1 - The Disability and Human Studies (DHS) program will prepare students for entry level positions in the field of human and social services. Employment in human service positions include intake interviewers, employment and placement developers, case managers, educational and vocational assessment assistants, job coaches, and social and community service support staff. The DHS Degree also provides a foundation for students wanting to continue graduate studies in non-teaching related fields, such as Rehabilitation Counseling, Social Work, and others. This is the only page of questions for this survey, so make sure you are ready to submit the survey when you click on the arrow. What year are you? (select one box)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
---	-------	---------	---------	------	---------------	----------	-------

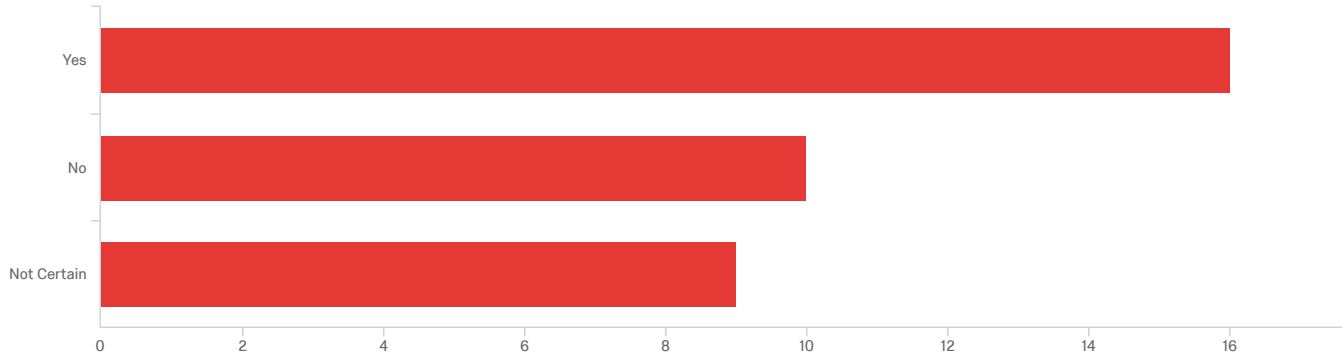
The Disability and Human Studies (DHS) program will prepare students for entry level positions in the field of human and social services. Employment in human service positions include intake interviewers, employment and placement developers, case managers, educational and vocational assessment assistants, job coaches, and social and community service support staff. The DHS Degree also provides a foundation for students wanting to continue graduate studies in non-teaching related fields, such as Rehabilitation Counseling, Social Work, and others. This is the only page of questions for this survey, so make sure you are ready to submit the survey when you click on the arrow. What year are you? (select one box) - Selected Choice

1 2.00 4.00 2.86 0.54 0.29 35

#	Field	Choice Count
1	Freshman	0.00% 0
2	Sophomore	22.86% 8
3	Junior	68.57% 24
4	Senior	8.57% 3
5	Other (please specify)	0.00% 0
		35

Showing Rows: 1 - 6 Of 6

Q15 - Would you have considered the Disability and Human Studies program when you were first choosing a major?



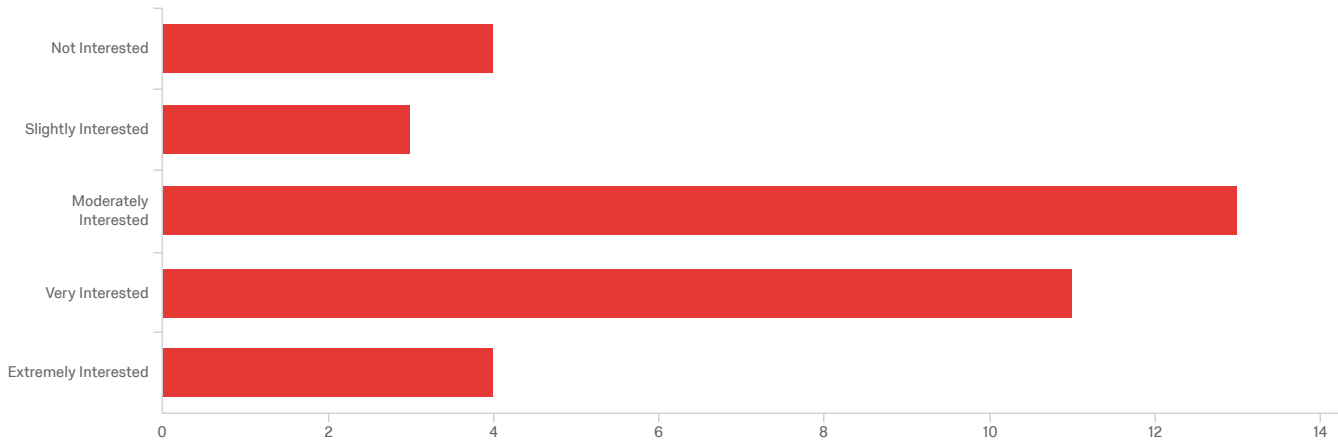
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you have considered the Disability and Human Studies program when you were first choosing a major?	1.00	3.00	1.80	0.82	0.67	35

#	Field	Choice Count
1	Yes	45.71% 16
2	No	28.57% 10
3	Not Certain	25.71% 9
		35

Showing Rows: 1 - 4 Of 4

Q16 - How would you rate your interest, or perhaps the interest of one of your classmates

or friends, in the enrollment of this new major? (select one)



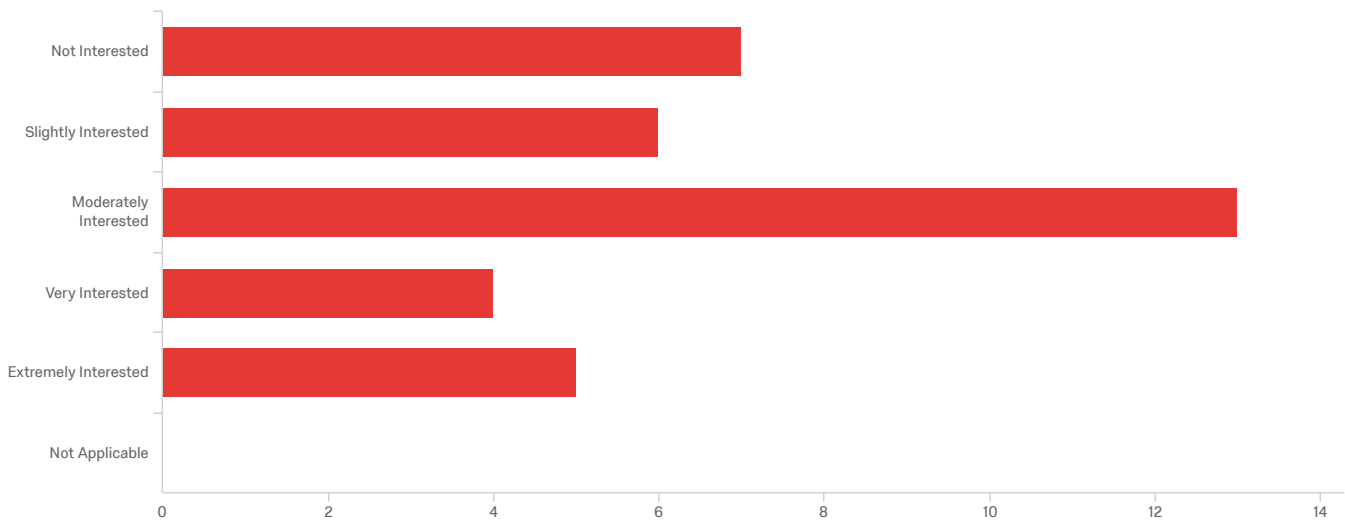
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Disability and Human Studies Program	1.00	6.00	4.03	1.46	2.14	35

#	Field	Choice Count
1	Not Interested	11.43% 4
2	Slightly Interested	8.57% 3
3	Moderately Interested	37.14% 13
4	Very Interested	31.43% 11
5	Extremely Interested	11.43% 4

35

Showing Rows: 1 - 6 Of 6

## Q4 - How would you rate your interest in the enrolling in this major? (select one)



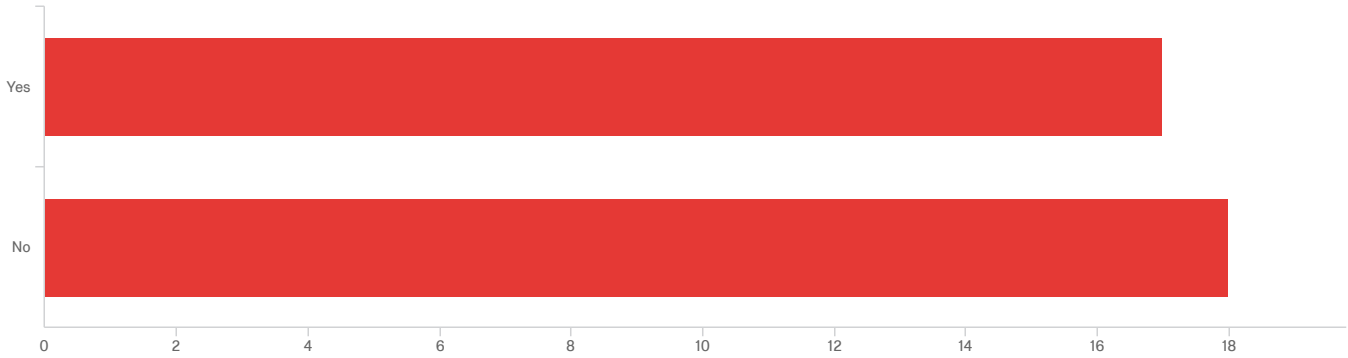
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Disability and Human Studies Program	1.00	6.00	3.46	1.70	2.88	35

#	Field	Choice Count
1	Not Interested	20.00% 7
2	Slightly Interested	17.14% 6
3	Moderately Interested	37.14% 13
4	Very Interested	11.43% 4
5	Extremely Interested	14.29% 5
6	Not Applicable	0.00% 0

35

Showing Rows: 1 - 7 Of 7

# Q17 - Would knowing that UK offered this major have impacted your interest in attending UK?

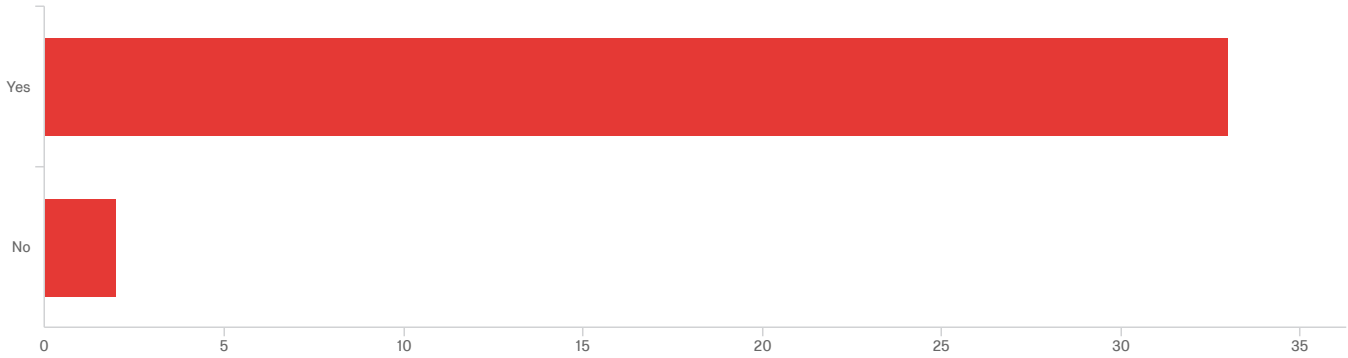


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would knowing that UK offered this major have impacted your interest in attending UK?	1.00	4.00	2.54	1.50	2.25	35

#	Field	Choice Count
1	Yes	48.57% 17
2	No	51.43% 18
		35

Showing Rows: 1 - 3 Of 3

Q5 - Will you recommend the Disability and Human Studies program to friends or students at UK?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Will you recommend the Disability and Human Studies program to friends or students at UK?	1.00	2.00	1.06	0.23	0.05	35

#	Field	Choice Count
1	Yes	94.29% 33
2	No	5.71% 2
		35

Showing Rows: 1 - 3 Of 3

## Q6 - Is there anything else you want us to know? (please specify)

Is there anything else you want us to know? (please specify)

---

n/a

would be good as a minor

I think this is great!

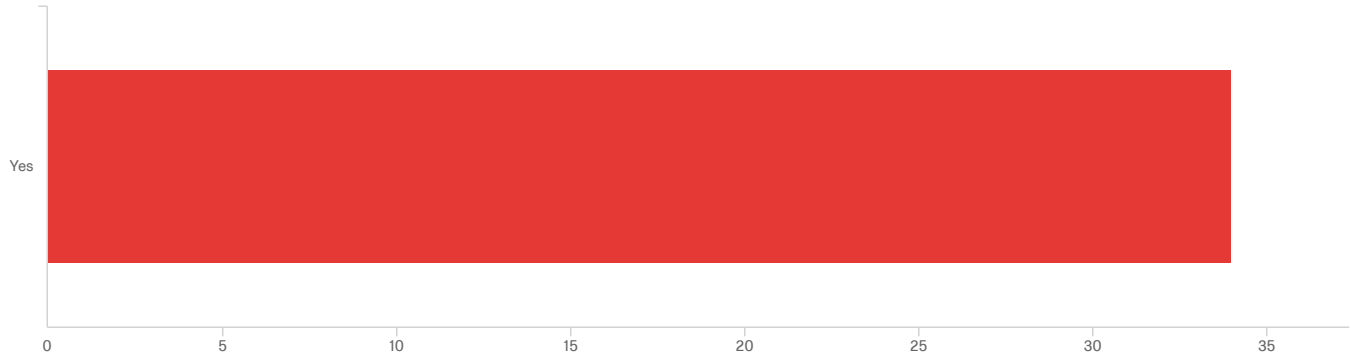
Should add a master degree in gifted & talented instead.

I'm personally not going into special education so it's not relevant to me- BUT I think this would be an amazing major to have at UK!

Showing Records: 1 - 5 Of 5



Q13 - Are you ready to submit? (clicking the red forward button submits the survey and does not allow for answering or changing responses to questions)

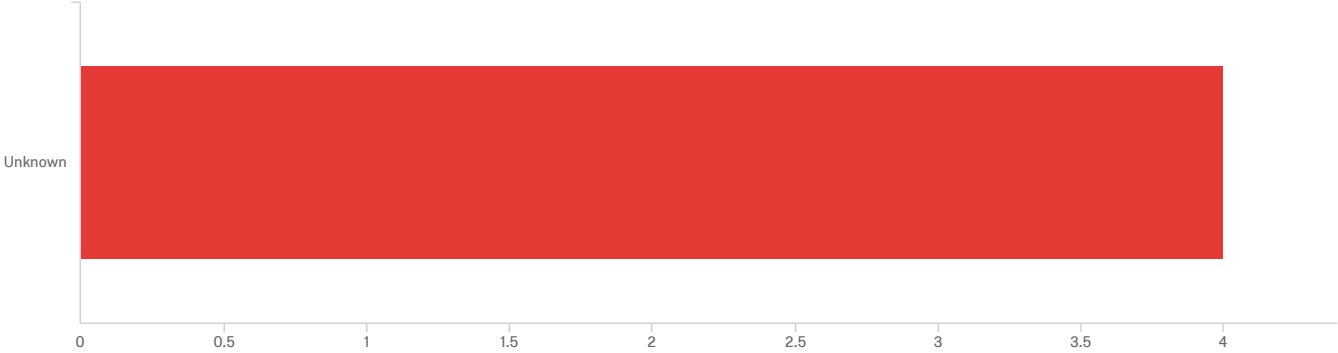


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you ready to submit? (clicking the red forward button submits the survey and does not allow for answering or changing responses to questions)	1.00	1.00	1.00	0.00	0.00	34

#	Field	Choice Count
1	Yes	100.00% 34

Showing Rows: 1 - 1 Of 1

# Q6 - Topics



#	Field	Choice Count
1	Unknown	100.00% 4

Showing Rows: 1 - 1 Of 1

**End of Report**

Appendix I:  
Recruitment Plan

# Recruitment for Disability and Human Studies

DeMastes, Jenna Lynn

Thu 8/2/2018 11:07 AM

To: Maxwell, Kristin <klmaxwell@uky.edu>;

Hey Kristin,

I apologize I am just now getting you this paragraph. I also wasn't 100% sure what you are looking for, but hopefully this will work. If you need further information just let me know.

The Director of Recruitment develops and implements a recruitment strategy and activities for each undergraduate major in the College of Education. Recruitment materials will be developed and used at University and College wide recruitment events both on and off campus, as well as, high school visits. These materials will also be used for targeted mailings and email blasts. Social media messaging will be written for targeted audiences and posted on the Colleges social media outlets. We will manage the Universities Academic Exploration Tool and the UK College of Education website to increase interest in the program and utilize geotargeting, keywords, and ads for recruitment purposes. We will be providing college information sessions and college tours for students interested in the new major, Disability and Human Studies.

Thank you,  
Jenna



**Jenna DeMastes**

Director of Recruitment

University of Kentucky

College of Education

128 Taylor Education Building

Lexington, KY 40506-0017

[859-218-2698](tel:859-218-2698)

[jenna.demastes@uky.edu](mailto:jenna.demastes@uky.edu)

# RE: BCTC Disability and Human Studies Pathway Discussion

Hershberger, Cory

Tue 12/4/2018 10:11 AM

To: Maxwell, Kristin <klmaxwell@uky.edu>;

Cc: Carew, Kelsey <kelsey.carew@uky.edu>; Price, Sara <sara.price@uky.edu>;

3 attachments (2 MB)

DisabilityandHumanStudies\_PrelimPathway.pdf; Disability\_ArtsAudit.pdf; DisabilityCourseEquivs.pdf;

Hi, Kristin! It was a pleasure sitting down last week and speaking with you about this new degree you're creating! I apologize for the delay in us sending over our pathway, but the week got away from us—you know how that goes.



Nonetheless, I've attached a preliminary pathway for Disability and Human Studies that awards students an Associate of Arts from KCTCS before starting the DHS program here at UK at the beginning of their third year. I've also attached an Associate of Arts audit from KCTCS, which just shows you what the process looks like from our end (and the second page includes all the general education courses at KCTCS), as well as a list of the course equivalencies we're using for this pathway. Probably more information than you need, but I wanted to show you what we used to put the pathway together!

Please let us know if we can help with anything else, and best of luck to you getting this degree up and running —thanks!

Cory



**Cory Hershberger**

Transfer Advisor

University of Kentucky

Office of Undergraduate Admissions - Transfer

100 W.D. Funkhouser Building

Lexington, KY 40506-0054

859-257-6309

[cory.hershberger@uky.edu](mailto:cory.hershberger@uky.edu)

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**From:** Maxwell, Kristin

**Sent:** Wednesday, November 28, 2018 12:09 PM

**To:** Price, Sara <sara.price@uky.edu>

**Cc:** Hershberger, Cory <cory.hershberger@uky.edu>; Carew, Kelsey <kelsey.carew@uky.edu>

**Subject:** Re: BCTC Disability and Human Studies Pathway Discussion

 University of  
**Kentucky**  
TRANSFER PATHWAY

1 <sup>st</sup> Semester
Semester Hours

2 <sup>nd</sup> Semester
Semester Hours

First Summer Option
Semester Hours

3 <sup>rd</sup> Semester
Semester Hours

4 <sup>th</sup> Semester
Semester Hours

Total Credit Hours:

Notes:

UNIVERSITY OF KENTUCKY  
COURSES ONLY

Second Summer Option
Semester Hours

5 <sup>th</sup> Semester
Semester Hours

6 <sup>th</sup> Semester
Semester Hours

Third Summer Option
Semester Hours

7 <sup>th</sup> Semester
Semester Hours

8 <sup>th</sup> Semester
Semester Hours

Total Credit Hours:

Notes:

# Associate in Arts Advising Worksheet

Effective Fall 2018. Please consult the KCTCS Catalog for a complete listing of degree requirements and descriptions.

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Date: \_\_\_\_\_

## GENERAL EDUCATION CORE (33 HOURS)

	<u>course</u>	<u>hours</u>	<u>grade</u>	<u>course</u>	<u>hours</u>	<u>grade</u>
<b>Communication (9 hours)</b>						
Written Communications (6)	<u>ENG 101</u>	<u>3</u>	—	<u>ENG 102</u>	<u>3</u>	—
Oral Communications (3)	<u>AM</u>	<u>3</u>	—			
<b>Arts &amp; Humanities (6 hours)</b>						
Heritage (3)	<u>AM</u>	<u>3</u>	—			
Humanities (3)	<u>AM</u>	<u>3</u>	—			
<b>Social &amp; Behavioral Sciences (9 hours)</b>						
	<u>PSY 110</u>	<u>3</u>	—	<u>PSY 223</u>	<u>3</u>	—
				<u>ANT 101</u>	<u>3</u>	—
<input checked="" type="checkbox"/> At least 2 disciplines must be represented and must be different from the Arts and Humanities.						
<b>Natural Sciences (3 hours)</b>						
	<u>ANY</u>	<u>4</u>	<u>①</u>			
<input checked="" type="checkbox"/> Must include lab experience.						
<b>Quantitative Reasoning (3 hours)</b>	<u>ANY</u>	<u>3</u>	—			
<b>Quantitative Reasoning or Natural Sciences (3 hours)</b>	<u>AM</u>	<u>3</u>	—			

## ASSOCIATE IN ARTS REQUIREMENTS (12 HOURS)

<b>Arts &amp; Humanities, Social &amp; Behavioral Sciences, or Foreign Languages (6 hours)</b>	<u>PSY 217</u>	<u>3</u>	—	<u>SOL 101</u>	<u>3</u>	—
<b>Courses from the Core Categories or Foreign Languages (6 hours)</b>	<u>ANT 220</u>	<u>3</u>	—	<u>SOL 235</u>	<u>3</u>	—

## ELECTIVES (15 HOURS)

<u>DIG LIT</u>	<u>3</u>	<u>SWK 124</u>	<u>3</u>	<u>EDP 202</u>	<u>3</u>	—
<u>SWK 222</u>	<u>3</u>	<u>EDU 120</u>	<u>3</u>	<u>FAM JE</u>	<u>3</u>	—

## Additional Graduation requirements

- Completion of one **Cultural Studies** course: ANT 220
- Demonstration of **Digital Literacy**: course (see below)  or exam \_\_\_\_\_  
(CAD 100, CAD 103, CIT 105, DLC 100, DPT 100, EDU 204, IMD 100, OST 105, VCC 150)
- **TOTAL AA HOURS** (minimum of 60 required): \_\_\_\_\_
- **HOURS EARNED AT BCTC** (minimum of 15 required): \_\_\_\_\_
- **CUMULATIVE GPA** (minimum 2.0 required): \_\_\_\_\_

### Additional notes:

1. A course used to fulfill one required core category of study cannot be used to fulfill another core category.
2. Developmental courses numbered 001-099 or designated with an 'R' cannot be used to satisfy graduation requirements.
3. Students pursuing multiple Associate degrees should consult the BCTC Catalog regarding additional requirements.

### Unofficial audit by:

61



**Core Category course options for Associate in Arts degree requirements**

Complete course descriptions and course credit hours are provided in the KCTCS Catalog. (Subject to change.)

Written Communications	Arts & Humanities			Social & Behavioral Sciences	Natural Sciences		Quantitative Reasoning
ENG 101	Heritage	Humanities		AGR 101	ANA 209	EST 150L	MA 111
ENG 102	FLK 276 <sup>2</sup>	ANT/REL 130 <sup>1</sup> CS	HUM 140 CS	ANT 101	AST 101	EST 160	MA 113
ENG 105	HIS 101 CS	ART 100	HUM 150 CS	ANT/REL 130 <sup>1</sup> CS	AST/BIO 155	GEO 130	MA 114
	HIS 102 CS	ART 104 CS	HUM 160 CS	ANT 160 CS	AST 191	GEO 135 L	MA 162
	HIS 104	ART 105	HUM 202 <sup>1</sup> CS	ANT 220 CS	AST 192	GEO 251	MA 201
	HIS 105	ART 106	HUM 203 <sup>1</sup> CS	ANT 221 CS	ASY 195 L	GEO 280 L	MA 202
	HIS 106	ART 108 CS	HUM 204 <sup>1</sup> CS	ANT 223	BIO 112	GLY 101	MA 213
	HIS 107	ART 201	HUM 220	ANT 235 CS	BIO 113 L	GLY 102	MA 214
	HIS 108	ART 202	HUM 230 CS	ANT 240 CS	BIO 114	GLY 110	MAT 146(AA only)
	HIS 109	ART 203	HUM 250 CS	ANT 241 CS	BIO 115 L	GLY 111 L	MAT 150
	HIS 120	ART 204	HUM 251 CS	ANT 242 CS	BIO 116	GLY 112 L	MAT/STA 151
	HIS 202	ART 205 CS	HUM/ENG 281	COM 101	BIO 117 L	GLY 114 L	MAT 154
	HIS 203	ENG 135 CS	HUM/ENG 282 CS	COM 249	BIO 118	GLY 125	MAT 155
	HIS 206 CS	ENG 161	LAS 201	COM 254 CS	BIO 120	GLY 130	MAT 159
	HIS 207 CS	ENG 190	MU 101 CS	ECO 101	BIO 121 L	GLY 131 L	MAT 160
	HIS 215	ENG 221	MUS 100	ECO 150 CS	BIO 122	GLY 140	MAT 161
	HIS 220 CS	ENG 222	MUS 104 CS	ECO 201	BIO 124	GLY 220 L	MAT 165
	HIS 221 CS	ENG 230	MUS 206	ECO 202	BIO 130	PGY 206	MAT 170
	HIS 240	ENG 231	MUS 207 CS	FAM 252	BIO 135 L	PHY 151	MAT 171
	HIS 247 CS	ENG 232	MUS 208 CS	FAM 253	BIO 137 L	PHY 152	MAT 174
	HIS 248 CS	ENG 233 CS	MUS 222	FLK 280	BIO 139 L	PHY 160 L	MAT 175
	HIS 254 CS	ENG 234 CS	PHI 100	GEN 140	BIO 140	PHY 161 L	MAT 184
	HIS 260 CS	ENG 251	PHI 110	GEN 225	BIO 141 L	PHY 162 L	MAT 185
	HIS 261 CS	ENG 252	PHI 120	GEO 152 CS	BIO 142	PHY 171 L	MAT 206
	HIS 265 CS	ENG 261	PHI 130	GEO 160 CS	BIO 143 L	PHY 172 L	MAT 261
	HIS 270	ENG 262	PHI 140	GEO 162 CS	BIO 144	PHY 201	MAT 275
	HIS 271	ENG 264 CS	PHI 150	GEO 163 CS	BIO 145 L	PHY 202 L	MAT 285
	HIS 295 CS	ENG 270	PHI 160	GEO 172	BIO 150	PHY 203	PHI 250 (AA only)
	HIS 296 CS	ENG 271	PHI/REL 170	GEO 210	BIO 151 L	PHY 204 L	STA/MAT 151
		ENG/HUM 281	PHI 180	GEO 222	BIO 152	PHY 231	STA 210
		ENG/HUM 282 CS	PHI 200	GEO 240	BIO 153 L	PHY 232	STA 215
		FLK 276 <sup>2</sup>	PHI 260	GEO 280	BIO/AST 155	PHY 241 L	STA 220
		GEN 125	PHI 270	HUM 135 <sup>1</sup> CS	BIO 209 L	PHY 242 L	STA 251
		HNR 101	REL 101 <sup>1</sup> CS	HUM 202 <sup>1</sup> CS	BIO 220	SCI 100	STA 296
		HON 101	REL 120	HUM 203 <sup>1</sup> CS	BIO 225 L	SCI 110	
		HON 102	REL 121	HUM 204 <sup>1</sup> CS	BIO 226	SCI 295	
		HON 201	REL/ANT 130 <sup>1</sup> CS	HUM 221 CS	BIO 227 L		
		HON 202	REL 150 CS	POL 101	CHE 120		
		HRS 101	REL 160 CS	POL 210	CHE 125 L		
		HRS 102	REL/PHI 170	POL 212 CS	CHE 130		
		HRS 201	THA 101	POL 235 CS	CHE 140		
		HRS 202	THA 200	POL 255	CHE 145 L		
		HUM 120	THA 283	PSY 110	CHE 150		
		HUM 121 CS	WGS 201 CS	PSY 180	CHE 155 L		
		HUM 135 <sup>1</sup> CS		PSY 185	CHE 170		
		HUM 140 CS		PSY 223	CHE 175 L		
				PSY 230 CS	CHE 180		
				PSY 297	CHE 185 L		
				PSY 298	CHE 220 L		
				RAB 120 CS	CHE 270		
				REL 101 <sup>1</sup> CS	CHE 275 L		
				REL/ANT 130 <sup>1</sup> CS	CHE 280		
				SOC 101	CHE 285 L		
				SOC 151			
				SOC 152			
				SOC 220			
				SOC 230			
				SOC 235 CS			
				SOC 249			
				SOC 260			
				SPA 115 CS			
				SUS 101			
				SUS 102			
				SUS 201			
				SUS 202			
				SWK 275			
				WGS 200 CS			

**NOTES:**

●"CS" indicates the course approved for Cultural Studies.

●"L" indicates the course includes lab experience.

●Transferred courses will be evaluated by the Registrar's Office to determine course applicability towards requirements.

●Courses that are listed under more than one category and/or with a different prefix may not be counted on more than one general education category.

<sup>1</sup> Course may be used to fulfill either Arts & Humanities or Social & Behavioral competency, but may not be used to fulfill both general education categories.

<sup>2</sup> Course may be used to fulfill either Heritage or Humanities competency, but may not be used to fulfill both general education categories.

Transfer Institution	Transfer Course	Receive Institution	Equivalent Course
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	PSY 110 GENERAL PSYCHOLOGY (3)	UNIVERSITY OF KENTUCKY BULLETIN	PSY 11-- GENERAL PSYCHOLOGY (3) SB SSC GETA SOCIAL SCIENCES (0)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	PSY 223 DEVELOPMENTAL PSYCHOLOGY (3)	UNIVERSITY OF KENTUCKY BULLETIN	PSY 223 DEVELOPMENTAL PSYCHOLOGY (3) SB SSC GETA SOCIAL SCIENCES (0)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	ANT 101 INTRODUCTION TO ANTHROPOLOGY (3)	UNIVERSITY OF KENTUCKY BULLETIN	ANT 101 INTRODUCTION TO ANTHROPOLOGY (3) SB SSC GETA SOCIAL SCIENCES (0)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	PSY 297 PSYCHOLOGY OF AGING (3)	UNIVERSITY OF KENTUCKY BULLETIN	GRN 250 AGING IN TODAY'S WORLD (3) SB CCC GETA COMMUNITY, CULTURE & CITIZEN U.S. (0)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	SWK 124 INTRODUCTION TO SOCIAL SERVICES (3)	UNIVERSITY OF KENTUCKY BULLETIN	SW 124 INTRODUCTION TO SOCIAL SERVICES (3)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	SOC 101 INTRODUCTION TO SOCIOLOGY (3)	UNIVERSITY OF KENTUCKY BULLETIN	SB SSC GETA SOCIAL SCIENCES (0) SOC 101 INTRODUCTION TO SOCIOLOGY (3)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	ANT 220 INTRODUCTION TO CULTURAL ANTHROPOLOGY (3)	UNIVERSITY OF KENTUCKY BULLETIN	ANT 220 INTRODUCTION TO CULTURAL ANTHROPOLOGY (3) SB GDY GETA GLOBAL DYNAMICS (0)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	EDP 202 HUMAN DEVELOPMENT AND LEARNING (3)	UNIVERSITY OF KENTUCKY BULLETIN	EDP 202 HUMAN DEVELOPMENT AND LEARNING (3)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	SWK 222 DEVELOPMENT OF SOCIAL WELFARE (3)	UNIVERSITY OF KENTUCKY BULLETIN	SW 222 DEVELOPMENT OF SOCIAL WELFARE (3)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	SOC 235 INEQUALITY IN SOCIETY (3)	UNIVERSITY OF KENTUCKY BULLETIN	SOC 235 INEQUALITIES IN SOCIETY (3)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	EDU 120 CHILD AND ADOLESCENT DEVELOPMENT (3)	UNIVERSITY OF KENTUCKY BULLETIN	IEC 255 CHILD DEVELOPMENT (3)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	FAM 255 CHILD DEVELOPMENT (3)	UNIVERSITY OF KENTUCKY BULLETIN	IEC 255 CHILD DEVELOPMENT (3)
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM	IECE 130 EARLY CHILDHOOD DEVELOPMENT (3)	UNIVERSITY OF KENTUCKY BULLETIN	IEC 255 CHILD DEVELOPMENT (3)

Appendix J:  
Selected Advisory Board Minutes

**SELECTED EXCERPTS FROM ADVISORY BOARD**  
**MINUTES: Relating DHS Development and Constituent**  
**Interest**

**(2018 Minutes not Yet Approved)**

University of Kentucky  
Rehabilitation Counseling Program  
Annual Advisory Board

April 27, 2017

8:30 A.M. - 1:00 P.M.

Hilary J. Boone Center

Dr. Crystal introduced himself and welcomed the members. He asked the attendees to introduce themselves Doug McDonald, Duke Pettit, Brad McDaniel, B.J., Lisa Dunkley, Malachy Bishop, Janelle Turner, Craig Callahan, Megan Coleman, Dean Ra, Leslie Green, David Susman, Kristin Maxwell, Lori Collins, Dr. Dwight Auvenshine, Debra Harley, Noel Ysasi, Jackie Rogers, Richard Breeding, Melinda Ault, Sherri Greer, Pat Mundt, Denise Stewart, April Jeffries, Maram A., Dr. David Beach, Father Nick Pagano.

Dr. Crystal discussed the RC website and showed the outline and documents to show our program information.

He discussed the importance of the Advisory Board and it's role is in connection with the Rehabilitation Counseling Program such as Review Program Materials, Review evaluation and outcome information; Facilitate communication with the field, recommend programmatic directions, assist with identifying resources, assist with the recruitment of new students and the placement of graduates.

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Dr. Kristin Maxwell reviewed her progress on the Undergraduate Program. She discussed the initial phases of development. Initial exploration consisted of many discussions with AB, colleges, departments, supports, etc. There is also ongoing discussion about possible collaboration with other programs such as EDP. She is working on establishing needs and seeking guidance from the Advisory Board on what current need for a graduate from a disability related field. She performed an analysis of "Human Service" Assistant job growth in national and international realm then she did research on CORE and non-CORE accredited undergraduate programs with emphasis on rehabilitee and disability, as well as other research matters. We had a consultant come in, Dr. James Herbert, on October 28, 2016. He provided a number of items and

descriptive backgrounds on knowledge. She has also consulted with others. She was lucky enough to get to NCRE and discussed our undergraduate program. She discuss the name – NON-teacher certification line – Currently Bachelor of Arts in Disability and Human Services (non-teacher certification). Under development they are working to establish curriculum, credit hours, identify courses, develop courses, and obtain appropriate letters of support & faculty minutes from programs whose courses are being considered for course incorporation into curriculum. We are also working towards determining program criteria, CIP Codes, etc. Next steps & plan: Immediate – Completion of necessary paperwork, including several pieces, etc. She asked for questions, consideration, input, etc. After a lengthy discussion including the proposed curriculum, she asked for questions, consideration, input, advice, etc. Pat Mundt stated that it seems to be progressing nicely. Pat is interested in the topic gerontology course. She added that Dr. Maxwell has done a great job building it to this point. Dean Ray wonders how we will change the employers' minds of bringing in bachelor's degree people when they can get a masters. Dr. Breeding gave statistics on the need (email Dr. Breeding for wording). Dr. Beach said there was discussion of introducing undergraduates in the Vocational Rehabilitation positions. Father Nick – although fast-tracking is one way – he feels the Undergraduate Program would be a great recruitment tool for the Master's Programs. Dr. Breeding commented that the Department of Labor (DOL) data suggests above average demand for bachelor's program graduates who choose to occupy roles such as Human Services Staff or SW Assistants. Lori added that in working with Goodwill, the bachelor's degree program is attractive to them.

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**There being no further business, the meeting adjourned at 1:00 p.m.**

**Respectfully Submitted,**

**Denise V. Stewart**

**University of Kentucky  
Rehabilitation Counseling Master's Program  
Annual Advisory Board Meeting  
Hilary J. Boone Center  
Friday, February 5, 2016**

Dr. Ralph Crystal welcomed the Rehabilitation Counseling Program Advisory Board Members. He explained the College of Education Dean, Dr. Mary John O'Hair, is

travelling and could not attend. Dr. Margaret Bausch, EDSRC Department Chair, will be here later this morning to welcome everyone. Dr. Crystal briefly reviewed the agenda. He informed the Board we are now putting 'Public Performance Information' on our website. Our Master's Program is fully accredited and we have no problems. The meeting packet was distributed by Denise Stewart.

Dr. Crystal introduced new faculty. First was Kristin Maxwell. She introduced herself and gave a brief description of her background in education and experience. Ms. Maxwell's research interests include chronic pain, program evaluation, and impression formation.

Dr. Crystal introduced Dr. Noel Ysasi. Dr. Ysasi stated he received his Ph.D. from the University of Texas Pan-American. His work experience involved over 7 years of teaching in higher education; forensic rehabilitation and working with the veteran population. Dr. Ysasi's research interests include the veteran population, including life care planning and Veterans Affairs as well as people with spinal cord injuries and forensic rehabilitation. Dr. Ysasi said it is a pleasure to be here. He is happy to be a part of the Rehabilitation Counseling Program and feels blessed and grateful to have the opportunity to be at the University of Kentucky.

The other faculty introduced themselves and welcomed the members. Those included Drs. Feist-Price, Harley, Bishop, and, Rogers. Drs. Kathy Sheppard Jones and David Beach were unable to attend.

Members in attendance:

Rich Christman  
Vanessa Jones  
Holly Hatfield  
Elodie Dickenson  
David Boggs  
Dr. David Susman  
Father Nick Pargano  
Sonja Feist Price  
Dana Hodge  
Cora McNabb  
Becky Cabe  
Brad Mills  
Susie Edwards  
Ryan Henson  
Jonathan White  
Brad McDaniels  
Duke Pettit  
Doug McDonald  
Harold Kleinert  
Denise Stewart

Sherri Greer

Dr. Crystal discussed the mandate for the Advisory Committee...

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Ms. Maxwell updated the members on her work regarding the Undergraduate Program and Curriculum. The Undergraduate Program and its development is a work in progress and she would welcome members' advice, contributions, guidance and ideas and feels they would be beneficial in formulating the Undergraduate Program. We are in the preliminary stages and therefore have flexibility for any input the members may have. Currently, we are in the process of assessing and listening to the needs of the community, the college, and students. We are also in discussions within the Department and within the Rehabilitation Counseling Program. We have begun exploring the best ways to develop an Undergraduate Program perhaps as a minor, major, terminal Bachelors Degree of some sort, and/or possible certificates. We are weighing costs and benefits of each of these possibilities and we have been inviting individual discussions such as those held with departmental colleagues, Associate Deans within the college, professors from other departments within the college, and hopefully, with any of you who are interested in discussing with us your thoughts on the Undergraduate Program Development. She also stated that with upcoming University budget cuts and the need for a sustainable program, the Undergraduate Program may not be a Rehabilitation only type of program, but instead - it may include other Human Services types of programs. It may also include collaborations across different departments within the College of Education, across University Colleges, or potentially across Universities. She commented that such an Undergraduate Program may serve as an entrée into specialized employment, or act as a feeder to other graduate programs such as Rehabilitation Counseling or Counseling Psychology, among other human service type programs.

Ms. Maxwell added that it would be helpful to receive any and all input members may have on the Undergraduate Program Development. She added that in addition to discussion on the Undergraduate Program in general (or specifics) that she would be interested in hearing what the members or their agency's staff have to say about ideas or needs for Certificate Programs (for example, Alcohol and Other Drug Certificate, Certificate in Vocational Evaluation, Certificate in Supported Employment). Ms. Maxwell stated she would be happy to visit any of the members at their agencies to discuss.

Dr. Auvenshine asked if there is an accreditation for undergraduate. Also, if some did exist. Dr. Crystal stated that CACREP does not recognize undergrad programs. Noel added it can serve as a base for this degree to getting into other programs as well. Sonja commented that one thing that is exciting is that it does serve as a feeder and when you create a pipeline into the Rehabilitation Counseling Program so that we don't lose to other professions. Dr. Susman asked if the doctoral students with supervision would be able to serve as teaching assistants in working with faculty. Dr. Crystal said we are doing this now, through and after the teaching internship. Dr. Crystal asked the

agency folks what jobs they might have to hire people with a need for positions in your agencies. Brad Mills commented that they could be hiring BA levels for job search and development. Cora McNabb also said there is a focus on youth and that might be an area where BA levels could be hired. We have always looked at our clients as the customer. We've had to shift our focus in recognizing the employer to get the consumer's placed. She has noticed even webinars are no longer giving CRC credits but HR credits. She discussed youth services and informed the members they began working with 14 year olds. Susie Edwards said they are running into master level issues because of the pay; and, added that they have suspended tuition assistance for their staff and many other cuts have taken place. Rick Christman stated they also include hiring by personality or those with better communication skills. David Boggs added that you also have to have people with content knowledge as well. He thinks there will be a big shift in the meetings he attends regarding going into the labor market and general workforce. Elodie Dickinson mentioned that everyday experience and being in a placement site is key to being successful. Dr. Crystal wonders, given the budget cuts we are facing and given what we know about developing a new program, if it will be helpful to convene a meeting to discuss this when the process begins so that we will have the Advisory Board's input when we submit a formal proposal. The members were in agreement to work with the Program. Dr. Crystal feels positive about all of this.

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Dr. Margaret Bausch welcomed the members and thanked the RC Faculty and Advisory Board members for their work and effort and value what they bring to the Program. Dr. Bausch added that our Advisory Board keeps us connected to the community. She shared a fond story of Barbie as well.

The Advisory Board Meeting adjourned for lunch 12:45 PM.

Respectfully Submitted,

*Denise V. Stewart*

Denise V. Stewart

**University of Kentucky**  
**Rehabilitation Counseling Master's Program**  
**Annual Advisory Board Meeting**  
**Spindletop Hall**  
**Friday, February 6, 2015**

Present were: Pat Mundt, Sherri Greer, Vanessa Jones, Richard Breeding, Allison Fleming, Brad McDaniels, Milton Tyree, Jessica Vance-Morgan, Mindy Yates, Cora



McNabb, Becky Cabe, David Beach, Allison Flanagan, Susie Edwards, Elodie Dickenson, Erin Gold, Emily Lenard, David Boggs, Greg Manual, Emily Lenard, Alex Dornbusch, Jake Karnes, Dwight Auvenshine, Rick Chrisman, Malachy Bishop, Sonja Feist-Price, Denise Stewart and Ralph Crystal.

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Dr. Crystal discussed another initiative we are considering is developing an undergraduate curriculum. The Dean would like non-certification programs to develop undergraduate curriculum. We would have one undergraduate degree with different strands. Dr. Crystal noted that Dr. Fleming graduated from a Rehabilitation Counseling Program at a university who had an undergraduate program. He asked for input from Dr. Fleming. She said a lot of students became attracted to the program due to this and she feels it adds a lot to be able to choose other fields and get exposed to what other opportunities are out there. Dr. Crystal feels it would be quite a change and challenge for us. He said an undergraduate program would help shorten the time to get the MRC.

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Dr. Crystal thanked the members for their attendance and invited the members to join us for lunch. The meeting adjourned at 1:30 p.m.

Respectfully Submitted,

*Denise V. Stewart*

Denise V. Stewart

### **University of Kentucky**

Rehabilitation Counseling Program  
Annual Advisory Board Meeting  
Monday, December 9, 2013  
9:00 a.m. – 2:00 p.m.

The Rehabilitation Counseling Annual Advisory Board Meeting took place on Monday, December 9, 2013, DH 109, 8:30 a.m.

#### **Members Present:**

Sherri Greer – Retired Former Director of the Kentucky Office of Vocational Rehabilitation  
Pat Mundt, - Retired Former President of the National Rehabilitation Counseling Association  
Janell Turner – Counselor, Kentucky Office for the Blind  
Cora McNabb – Case Services, Kentucky Office for the Blind

Becky Cabe – Director of Client Service, Kentucky Office for the Blind  
Jake Karnes – Director, Univ. of Kentucky Disability Resource Center  
Dr. Richard Breeding, - Veterans Administration  
David Boggs – Director, Opportunity for Work and Learning  
David Sussman – Director Eastern State Hospital Psychiatric Facility  
Greg Manuel – Veterans Administration  
JoAnn Barber – Kentucky Office of Vocational Rehabilitation  
Dan Langdock – Kentucky Office of Vocational Rehabilitation  
Nicole Dummitt – Employment Solutions  
Rick Chrisman – Director, Employment Solutions  
Elodie Dickenson – Client Services, Goodwill Industries  
Hollie Hendricks – Kentucky Office of Vocational Rehabilitation

### **Student**

Ralph Woolums

### **University Personnel**

Dr. Belva Collins, Chair, Department of Early Childhood, Special Education, and Rehabilitation Counseling  
Dr. Rosetta Sandidge, Associate Dean, College of Education

### **External Consultant**

Dr. Tim Tansey, Univ. of Wisconsin - Madison

### **Faculty and Staff**

Dr. Ralph Crystal, Director of the Rehabilitation Counseling Program  
Dr. Jackie Rogers, Clinical Assistant Professor and Coordinator of the Distance Learning Program  
Dr. Malachy Bishop, Coordinator of the Doctoral Program  
Dr. Allison Fleming,  
Dr. Debra Harley  
Dr. Sonja Feist-Price  
Denise Stewart, Administrative Support

Dr. Crystal called the meeting to order, welcomed the members and introduced himself and Department, Chair Belva Collins and College of Education Associate Dean Rosetta Sandidge.

Associate Dean Rosetta Sandidge greeted the Board Members on behalf of Dean O'Hair and the COE. She informed them that the dean is out of town. Dr. Sandidge welcomed the members and stated that we value your input and feedback as Board Members. It has been a great year for this program. The program was ranked 2nd internationally on measures of faculty productivity. Dean Sandidge said that we know that we have a great program and we do want to make it

better. We were reaccredited for an eight year term in August 2013 and are moving forward with campus, online, and doctoral programs.

Chair Belva Collins also welcomed members.

There was a brief program overview and discussion of program activities by the faculty as follows:

- Rehabilitation Counseling Grants and RSA Payback Issues
- Student Field Work Preparation
- Distance Learning
- Doctoral Program
- New Program Initiatives

### **Welcome and Introduction**

Dr. Crystal reviewed the mandates for the Advisory Board (please refer to the attached power point).

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Dr. Crystal informed the Board Members that we have been discussing developing an undergraduate program. This could be a feeder system into the masters and/or doctoral programs. Or someone who would have a BS in the RC status. Dr. Crystal asked for comments about moving on in that direction? There were no comments.

Dr. Rogers advised we could teach the classes via internet/campus both. There was a lengthy discussion. Rick Christman said they are going to be more particular about degrees in the future. He thinks there might be a need. Dr. Breeding advised that the Federal government has some branches that might be interested in that type of degree. He wondered if other campuses could work toward that end. Dr. Rogers feels it's something to definitely work on.

Dr. Tansey offers that the undergraduate RC program at Wisconsin has about 180 students. They have a few different health field directions but helps create a healthier master's program. They have a full-time field site administrator.

The RC Program recognized Pat Mundt for her outstanding service and dedication to the program.

A buffet lunch was served. The meeting adjourned at 2 pm.

Appendix K:  
Courses Descriptions

## **Core Courses for Major (51 Credits)**

### **EDP 202 Human Development and Learning (3)**

Theories and concepts of human development, learning, and motivation are presented and applied to interpreting and explaining human behavior and interaction in relation to teaching across the developmental span from early childhood to adulthood. A field experience in a school or other educational agency is a required and basic part of the course.

### **SW 124 Introduction to Social Services (3)**

Introduction to social welfare concepts and philosophies. Examination of the profession of social work and its philosophy and value commitments within social welfare. Public and private service delivery systems will be studied. Required of social work majors and recommended it be taken the first year.

### **EDS 375 Introduction to Education of Exceptional Children (3)**

An introduction to the various contemporary areas of special education. Topics include special education diagnostic categories, programming, service delivery models, career education, child advocacy, and litigation affecting public education for students with disabilities.

### **GRN 250 Aging in Today's World (3)**

This class explores the processes and meanings of growing old, focusing on influences from childhood through adolescence and adulthood, with constant attention to how these processes and meanings are situated in time and space and eventually inform individual and societal conceptions of and actions concerning old age. The many faces of aging are examined from an array of disciplinary perspectives using selected readings, film documentaries, consideration of personal/family histories, and a series of exercises that allow students to place one's own life experience and thoughts of growing old in broader social context.

### **RC 250 Disability and Society (3; *approved at college level*)**

This course provides an overview of the meaning of disability in a personal, cultural, and social perspective. It is an opportunity to increase your awareness of different types of disabilities, and the well-being of people with disabilities in US society.

### **PSY 223 Developmental Psychology (3; Preq PSY 100)**

An introduction to the principles of developmental psychology as seen in human growth over the entire lifespan, with the primary focus on infancy through adolescence. Emphasis is placed on theory and data relating to the developmental aspects of cognition, language and personality.

### **RC 300: Introduction of Rehabilitation Counseling and Disability Across the Lifespan (3; *approved at college level*)**

This course is intended to provide students with an introduction to rehabilitation counseling practice to understand the developmental milestones across the lifespan for individuals with disabilities. Specific

attention is given to major categories of disabilities, their limitations, and psychosocial responses to transitional phases and adjustments across the lifespan. Information is presented on context and philosophy of developing best practices for working with people with disabilities and their families from a lifespan perspective in advent of congenital or acquired disabilities to meet the unique needs and abilities of each life stage.

### **RC 510 Orientation to Rehabilitation Resources (3)**

This course is intended to provide an overview of the breadth of agencies, programs, and services involved in the provision of rehabilitation services for persons with disabilities, including medical, educational, institutional, and community resources. An overview of the relationships among agencies, staffing patterns, funding sources, and professionals involved in providing services to individuals with disabilities is included.

### **RC 515 Medical and Psychosocial Aspects of Disability I (3) or RC 516 Medical and Psychosocial Aspects of Disabilities II (3)**

This course is designed to prepare rehabilitation and mental health counselors, social workers and students in related fields with a working knowledge of the medical and psychosocial aspects of disability and chronic illness, and to provide students with the knowledge and understanding necessary to function and serve effectively in rehabilitation counseling and related interdisciplinary, allied health, and mental health settings. Topic areas include: human body systems, medical terminology, medical, functional, environmental and psychosocial aspects of disabilities and chronic illness, professional ethics, assistive technology, diagnostic classification systems, psychopharmacology, functional capacity, and wellness and illness prevention concepts and strategies. Specific disabilities covered in this course include neurologic, hearing, vision, intellectual disabilities, developmental disabilities, autism and Asperger's, learning disabilities, attention deficit disorders, and substance abuse.

### **RC 520 Principles of Rehabilitation Counseling (3)**

The course provides a comprehensive introduction to rehabilitation and clinical mental health counseling as a human service system in public and private organizations. Students will examine and analyze philosophical, historical, legislative and organizational structures; rehabilitation and related clinical mental health counseling programs; referral and service delivery systems; the rehabilitation counseling process; administration of rehabilitation clinical mental health counseling programs; and professional and ethical issues.

### **RC 554 Rural Rehabilitation (3)**

This course focuses on the various issues related to counseling service provision in rural areas. The course will also present methods and techniques utilized to meet the specific and unique needs of persons with disabilities living in rural areas.

### **EDS 546 Transdisciplinary Services for Students with Disabilities: Transition (3)**

This course is designed as an examination of the critical issues of transition from school to work and post-secondary education for students with disabilities. As such, this course is appropriate for both graduate students in special education and those in rehabilitation counseling. Given the increasing numbers of students with disabilities, including intellectual disabilities, who are attending post-secondary education programs, this course will provide equal emphases to work and post-secondary education, as well as to other critical life domains (community living, recreations, social networks, financial and legal issues involved in transition). Finally, this course will address the broad spectrum of youths and young adults with disabilities - including students with the most significant disabilities, as well as students with more mild disabilities.

### **RC 530 Cultural Diversity in Rehabilitation Counseling (3)**

This course is designed to assist students to develop an understanding of the implications of cultural and individual diversity including race/ethnicity, gender, disability, age, class, spirituality and religion, geographic region, and sexual orientation. This course will provide an overview of social justice, culturally diverse counseling techniques, and identify how cultural values, beliefs, attitudes, public policies, and influence consumers and service providers. Emphasis will be placed on debunking cultural myths and stereotypes through the use of case studies, examples, and discussion to present implications and best practices for rehabilitation and mental health counselors, other human service providers, and educators in addressing the needs of culturally diverse consumers and students through direct service and referral. In addition, this course offers students an opportunity for self-exploration, growth, and expansion and sharing of diverse viewpoints. Finally, this course is designed to promote ethical and professional behavior when working with diverse populations.

### **RC 540 Chemical Dependency in Rehabilitation Counseling (3) or Other SW Course**

This course is designed to provide students with information about the disease concept and etiology of addiction and co-occurring disorders, theories and models and research of substance-related and addiction disorders, behavioral, psychosocial and physiological effects of alcohol and other drugs, screening, evaluation and assessment, diagnosis, treatment intervention, counseling strategies, and mental health counseling to address issues pertaining to multiculturalism, crises, disaster and trauma, family, prenatal exposure, co-occurring disorders, sexual orientation, and adult children of addicts. In addition, ethical and legal considerations of addiction counseling and principles of self- help programs and identification community resources are discussed.

### **RC 430 Practicum in Interdisciplinary Disability Studies (5 credits, repeatable up to 15 hours; includes 120 hours of fieldwork for each 5 credits; approved at Undergraduate Council level)**

This course provides supervised field experience in a rehabilitation-relevant community agency or program, under the supervision of a professional in this field. It is designed to give undergraduate students in

Interdisciplinary Disability Studies and related majors an introduction to professional practice in rehabilitation. In addition, it provides opportunities to develop knowledge and skill important to professional practice through supervised clinical activities. This practicum course will require weekly in-class meetings and 120 hours of supervised practical fieldwork at an agency serving individuals with disabilities. This course has a repeatable option for students wanting to further pursue fieldwork.

### **RC 560 Supported, Employment, Independent Living, and Transition (3)**

This course is designed to provide a basic knowledge and understanding of the origins, development, and underpinnings of supported employment, transition, and independent living for rehabilitation and clinical mental health counselors. The contents of the course provide the student with the following information: philosophies for transition and supported employment programs; the concept of Person Centered Planning; a model for developing a transitional process in the community; vocational training and placement concepts of transition and supported employment; perspectives and roles within supported employment and transition for rehabilitation and clinical mental health counselors; and major elements of independent living rehabilitation.

### **Program Guided Elective Courses from SOC, PSY, EDS, IEC, or EDP (6 Credits)**

#### **PSY 302 Psychology in Business and Industry**

Survey of the many applications of psychological principles and methods to problems in business and industry. Topics include consumer research and marketing, personnel selection, performance appraisal, employee training, motivation, leadership, dynamics of work groups, job stress, and person-machine interactions.

#### **PSY 333 Abnormal Psychology (3; Preq PSY 100, & PSY 215 & 216 or 223)**

A study of the major mental disorders, such as anxiety, mood, substance use, personality, and psychotic disorders, and the biological, psychological, and sociological factors which contribute to their causation.

#### **SOC 235 Inequalities in Society (3)**

This course seeks to promote an understanding of inequalities in American society by considering them in the context of the social origins, development, and persistence of inequalities in the United States and other societies. Bases of inequality that may be considered include race/ethnicity, class/status, gender/sexuality, age, political and regional differences as these relate to politics, social justice, community engagement, and/or public policy.

#### **SOC 337 Juvenile Delinquency (3; Preq 6 hours Social Science credit)**

A study of the many social factors that shape juvenile delinquency and its control (including race, ethnicity, socioeconomic class, and gender). Students learn about past and present theories, research, and practices in order to address the issue of juvenile delinquency from a sociological perspective.



**SOC 338 Family Violence (3)**

This course examines various forms of family violence, including intimate partner violence and child abuse, by reviewing the theoretical and empirical literature on these problems. The course material addresses such topics as risk and protective factors, and both legal and therapeutic responses to family violence.

**SOC 350 Special Topics in Sociology (3)**

Current research and conceptual developments in a selected topic or subfield of sociology. May be repeated to a maximum of six credits under different subtitles.

**SOC 355 Sociology of Health and Illness (3)**

This course addresses questions through a presentation of important concepts and substantive issues the sociology of health and illness (or medical sociology), and an introduction to major classic and contemporary research in this area. It will compare and contrast sociological perspectives on health with the perspectives offered by biomedicine, psychiatry and allied disciplines. The course has two major sections: The first covers the social origins of illness, the social construction of illness and biomedical knowledge, social epidemiology, and social influences on personal experiences of illness. The second section covers social and institutional responses to illness and the impact of these on physician-patient interactions, health outcomes, and the distribution of disease.

**SOC 439 Special Topics in Crime, Law & Deviance (3 per each subtitle)**

A sociological study of a special topic central to the scientific study of crime, law, or deviance. May include such topics as deviant subcultures; substance use; social control of crime; sociology of law; and philosophies of punishment. May be repeated to a maximum of six credits under different subtitles.

**SW 222 Development of Social Welfare (3)**

Study of the cultural traditions, value orientations, and political and economic forces which have contributed to the emergence of present social welfare policies and systems in the United States. Required of social work majors and open to all others.

**SW 325 Social Justice Foundations (3)**

This course will examine social justice from the broad perspective that all people are deserving of opportunities, rights, protections, obligations and social benefits. Definitions, theories and perspectives as they relate to the context and impact of power, oppression and privilege will be examined within both historical and contemporary lenses. This course will require students to examine personal and professional values and ethics related to social justice as well as how those influence our ability to be change agents for social justice.

**EDP 513 Social Aspects of Behavior (3)**

This course is designed to meet the needs of undergraduate and graduate students in the College of

Education for a course in theory and principles of social psychology. The course will cover the basic concepts and theories in social psychology. The theories of attitude formation, group dynamics, and biases will be surveyed, with an application to the professional fields of psychology. In addition to the theories and principles of social psychology, research paradigms, social change, social influence, system consultation, and community issues as they relate to social psychological considerations will be addressed.

**EDP 522 Psychological and Educational Tests and Measurements (3)**

Problems of measurement with emphasis on standardized tests. General principles of test construction and evaluation, for standardized assessments and/or teacher-made tests, examinations, criteria for evaluation and marking and other rating systems.

**EDP 545 Psychology of the Black Experience (3)**

This course is designed to offer enrolled undergraduate and graduate students opportunities to survey, explore, and critique classic and contemporary theories and research articulating the psychologies that inform both social and academic experiences and observed behaviors of Black people. While there are multiple objectives for this upper-level undergraduate and graduate-level seminar course, one central objective for the course is to expose all students to literature and research pertaining to the Black experience in the United States in an effort to develop and refine ideas and mindsets that will foster and reflect innovative ways of thinking about how to enhance the life experiences of Black persons. That is, in the course, the primary objective is to have the course material and critical discourse influence your thinking about and actions towards or on behalf of Black persons.

**EDS 516 Principles of Behavior Management and Instruction (Applied Behavior Analysis;**

**Preq EDS 375) (3)**

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.

**EDS 530 Intro to Moderate and Severe Disabilities (3)**

Special education issues with individuals exhibiting moderate to severe intellectual and developmental disabilities. A critical examination of contemporary research with regard to the educational, behavioral, developmental issues of individuals exhibiting moderate to severe intellectual and developmental disabilities. Issues and research describing the full educational inclusion and community integration of persons with moderate to severe intellectual and developmental disabilities will be addressed.

**EDS 570 Learning and Behavioral Disabilities (3) (Preq EDS 375)**

The learning and behavioral problems of exceptional children and youth are considered in the context of normal child development. A survey of the major categories of learning and behavioral disabilities including

identification, description and etiology, with material drawn from clinical, theoretical, and research sources. Approaches to remediation cover both community resources and the roles of various professional personnel.

### **IEC 255 - Child Development (3)**

An overview of the various aspects of development in the social context for children prenatally through adolescence. Course will emphasize techniques of directed observation.

### **IEC 546 Transdisciplinary Services for Students with Disabilities for Young Children (3)**

This course will focus on the philosophical issues related to teaching young children with disabilities. Topics related to planning for the population of children, participants, in the areas of communication, physical and motor development, health, vitality and sensory input will be presented. Strategies presented for planning will include transdisciplinary assessment, persons-centered planning, and activity-based instruction.

### **Program Guided Course Electives (18 Credits)**

#### **ANT 101 What Makes Us Human? Intro to Anthropology (3)**

This course explores what it means to be human by studying human cultures, past and present. Students will develop an understanding of anthropology that emphasizes the concepts and methods of the major sub-fields, i.e., cultural, biological, archaeology, and linguistics.

#### **ANT 220 Introduction to Cultural Anthropology (3)**

The study of the lifeways and beliefs of different peoples. The objectives of the course are to foster an appreciation for the variety of cultural traditions found throughout the world, and to introduce students to anthropological concepts and methods of inquiry.

#### **ANT 230 Introduction to Biological Anthropology (3)**

This course explores the ways in which biology, the environment and culture come together to form the human condition. Topics include human genetics, human evolution, primate behavior, contemporary human variation and applied biological anthropology, including forensics, child growth and human nutrition. This course includes a laboratory component.

#### **ANT 251 Global Health: Culture, Pathologies and Social Inequalities (3)**

This course explores contemporary global health issues from an anthropological perspective. It will examine health effects of economic collapse, disasters and socio-political changes in industrialized and developing countries. We also study the growing global health and humanitarian industries. Topics include chronic and infectious diseases, environmental illnesses, pharmaceuticals, and the commercial traffic in tissues, organs and other bodily substances. This course will be of interest to students in anthropology and the social sciences, public health, International Studies, pre-med students and those who are interested in

pursuing advanced degrees or professional careers in other health-related fields, including development and policy.

### **ANT 339 Human Rights in Global Perspective (3)**

This class discusses theoretical debates on human rights within the discipline of anthropology and contrasts these approaches to those of other disciplines. Once students acquire this foundation, they apply their knowledge to a human rights problem of their own choice. They identify a researchable question about human rights and use appropriate evidence and methods to substantiate their claims. Students will also learn through experience the ethic dimensions of research and how research can have an important impact on society. This class discusses theoretical debates on human rights within the discipline of anthropology and contrasts these approaches to those of other disciplines. Once students acquire this foundation, they apply their knowledge to a human rights problem of their own choice. They identify a researchable question about human rights and use appropriate evidence and methods to substantiate their claims. Students will also learn through experience the ethic dimensions of research and how research can have an important impact on society.

### **ANT 440 Anthropological Perspectives on Child Growth (3)**

This course examines basic concepts of child growth and development, the evolutionary pattern of human growth and comparative patterns of human growth across populations. Taking a biocultural approach, it explores the many influences that facilitate or constrain child growth, including poverty, gender ideology, nutrition, and illness, focusing especially on social inequality. Taking a child-centered approach the course also focuses on the lives of children, how children cope with the circumstances of their lives, and the effect of those circumstances on their well-being.

### **BSC 331 Behavioral Factors in Health and Disease (3)**

The study of human behavior relating to health and disease and the organization of health care as a social system. Selected concepts from the psychological and social sciences are presented in a biobehavioral frame of reference and applied to the consideration of specific problems.

### **EDP 513 Social Aspects of Behavior (3)**

This course is designed to meet the needs of undergraduate and graduate students in the College of Education for a course in theory and principles of social psychology. The course will cover the basic concepts and theories in social psychology. The theories of attitude formation, group dynamics, and biases will be surveyed, with an application to the professional fields of psychology. In addition to the theories and principles of social psychology, research paradigms, social change, social influence, system consultation, and community issues as they relate to social psychological considerations will be addressed.

### **EDP 522 Psychological and Educational Tests and Measurements (3)**

Problems of measurement with emphasis on standardized tests. General principles of test construction and

evaluation, for standardized assessments and/or teacher-made tests, examinations, criteria for evaluation and marking and other rating systems.

### **EDP 545 Psychology of the Black Experience (3)**

This course is designed to offer enrolled undergraduate and graduate students opportunities to survey, explore, and critique classic and contemporary theories and research articulating the psychologies that inform both social and academic experiences and observed behaviors of Black people. While there are multiple objectives for this upper-level undergraduate and graduate-level seminar course, one central objective for the course is to expose all students to literature and research pertaining to the Black experience in the United States in an effort to develop and refine ideas and mindsets that will foster and reflect innovative ways of thinking about how to enhance the life experiences of Black persons. That is, in the course, the primary objective is to have the course material and critical discourse influence your thinking about and actions towards or on behalf of Black persons.

### **EDS 516 Principles of Behavior Management and Instruction (3; Applied Behavior Analysis; Preq EDS 375)**

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.

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### **EDS 570 Learning and Behavioral Disabilities (3; Preq EDS 375)**

The learning and behavioral problems of exceptional children and youth are considered in the context of normal child development. A survey of the major categories of learning and behavioral disabilities including identification, description and etiology, with material drawn from clinical, theoretical, and research sources. Approaches to remediation cover both community resources and the roles of various professional personnel.

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An overview of the various aspects of development in the social context for children prenatally through adolescence. Course will emphasize techniques of directed observation.

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This course will focus on the philosophical issues related to teaching young children with disabilities. Topics related to planning for the population of children, participants, in the areas of communication, physical and motor development, health, vitality and sensory input will be presented. Strategies presented for planning will include transdisciplinary assessment, persons-centered planning, and activity-based instruction.

### **PSY 302 Psychology in Business and Industry (3)**

Survey of the many applications of psychological principles and methods to problems in business and industry. Topics include consumer research and marketing, personnel selection, performance appraisal, employee training, motivation, leadership, dynamics of work groups, job stress, and person-machine interactions.

### **PSY 333 Abnormal Psychology (3; Preq PSY 100, & PSY 215 & 216 or 223)**

A study of the major mental disorders, such as anxiety, mood, substance use, personality, and psychotic disorders, and the biological, psychological, and sociological factors which contribute to their causation.

### **SOC 235 Inequalities in Society (3)**

This course seeks to promote an understanding of inequalities in American society by considering them in the context of the social origins, development, and persistence of inequalities in the United States and other societies. Bases of inequality that may be considered include race/ethnicity, class/status, gender/sexuality, age, political and regional differences as these relate to politics, social justice, community engagement, and/or public policy.

### **SOC 337 Juvenile Delinquency (3; Preq 6 hours Social Science credit)**

A study of the many social factors that shape juvenile delinquency and its control (including race, ethnicity, socioeconomic class, and gender). Students learn about past and present theories, research, and practices in order to address the issue of juvenile delinquency from a sociological perspective.

### **SOC 338 Family Violence (3)**

This course examines various forms of family violence, including intimate partner violence and child abuse, by reviewing the theoretical and empirical literature on these problems. The course material addresses such topics as risk and protective factors, and both legal and therapeutic responses to family violence.

### **SOC 350 Special Topics in Sociology (3)**

Students may enroll only in those sections with the following subtitles: Sociology of Mental Health; Sociology of Disabilities; Death, Dying and End of Life Issues; Access to Health Care in the US and Global Contexts. Current research and conceptual developments in a selected topic or subfield of sociology. May be repeated to a maximum of six credits under different subtitles.

### **SOC 355 Sociology of Health and Illness (3)**

This course addresses questions through a presentation of important concepts and substantive issues the sociology of health and illness (or medical sociology), and an introduction to major classic and contemporary research in this area. It will compare and contrast sociological perspectives on health with the perspectives offered by biomedicine, psychiatry and allied disciplines. The course has two major sections: The first covers the social origins of illness, the social construction of illness and biomedical knowledge, social epidemiology, and social influences on personal experiences of illness. The second section covers social and institutional responses to illness and the impact of these on physician-patient interactions, health outcomes, and the distribution of disease.

**SOC 439 Special Topics in Crime, Law & Deviance (3)**

Students may enroll only in those sections with the following subtitles: Family Violence; Victimology; Mass Incarceration; Substance Use and Society

**EPE 301 Education in American Culture (3)**

Critical examination of contending views, past and present, regarding the nature and role of educational institutions in American society as well as proposed purposes and policies for schools and other educational agencies.

Appendix L:  
Dean's Feasibility Letter BA Interdisciplinary Disability Studies





University of Kentucky  
College of Education  
Office of the Dean

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February 14, 2019

To Whom It May Concern:

I am writing in support of a new undergraduate Bachelor of Arts degree program in Interdisciplinary Disabilities Studies (IDS) in the Department of Early Childhood, Special Education, and Rehabilitation Counseling in the College of Education.

The program will prepare students for entry level positions in the field of human and social health services, including an emphasis on disabilities. Additionally, the program is designed to provide a foundation for students wanting to continue graduate study in related fields, such as rehabilitation services or counseling. This proposed program will be unique within the Commonwealth of Kentucky; currently, no similar programs are available within the state. The Department of Early Childhood, Special Education, and Rehabilitation Counseling offers master's and doctoral programs in rehabilitation counseling, and the University of Kentucky is the only state institution to offer both degree levels. It is envisioned graduates of this new undergraduate program would be prepared to enter master's programs in rehabilitation counseling or similar fields.

Current rehabilitation counseling faculty, comprised of three professors, one assistant professor, one clinical associate professor, and one clinical assistant professor, will provide instructional support for the program. However, the program will require additional faculty resources as the program is implemented and enrollment increases. Initially, one new clinical assistant professor will be needed to deliver the program effectively. It is anticipated a second clinical assistant professor will be employed during the third year of the program. With these additional faculty hires, the program would have sufficient resources to ensure a quality undergraduate degree program. Regarding non-faculty resources needed to implement the program, existing classroom space and technology resources in the department and college will be available.

We appreciate your fullest consideration of this proposal. If you have questions or concerns regarding resources for this program, or any aspect of the proposal, please feel free to contact me.

Sincerely,

Rosetta F. Sandidge, Ed.D.  
Interim Dean

see blue.

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