

## 1. Name of the graduate certificate

Graduate Certificate on Disability Rights, Policy, and Services

## 2. Rationale for what makes the proposed certificate timely, unique, relevant, and important

Disability affects approximately 13% of the U.S. population (Erickson, Lee, von Schrader, 2021), this includes mental health conditions, intellectual and developmental disabilities, physical disabilities, vision and/or hearing impairments, and many other conditions. Many people with disabilities require specialized services and supports from professionals intermittently or on an ongoing basis to address challenges experienced due to their impairment. The disability support field is large and complex, encompassing many disciplines driven by differing policies, practices, and values.

There is high demand for professionals who can work with Hoosier families and have training and specialization in disability issues. Of particular need are social workers with a background on disability issues in school contexts, as well as educators who are knowledgeable on disability issues, and able to work social workers; there is great need for these fields to work in an interprofessional way that best serves people with disabilities and their families. For example, in Indiana, the ratio of the total number of school social workers in the state to all students currently enrolled in Indiana schools is 4,639: 1, far higher than the 250: 1 ratio recommended by the National Association of Social Work (Indiana Dept. of Education, 2018). There are over 170,000 students with disabilities served in Indiana's public school system (Indiana Department of Education, 2021). These professionals serve on the front lines, working in interdisciplinary teams in a variety of settings, including in education and healthcare systems, to improve outcomes for families and to ensure success in treatment and care. Social workers and educators touch many lives, and it is important they are prepared for interprofessional collaborative practice, leading to better care, outcomes, and efficiency in resources.

Interdisciplinarity has been embraced by education, human service, and medical systems through policy and practices as a mechanism respond to complex needs of people with disabilities, across the lifespan. The disability field also takes an interdisciplinary approach in studies and in practice. It is necessary to provide future leaders a broad-based education to grasp the interlocking and overlapping professional boundaries beyond what a single discipline would allow.

Two disciplines leading in the disability supports field are education and social work, both of which are joining to create this certificate. The purpose of the certificate is to provide a pathway for professionals within and outside of these disciplines to obtain graduate education about disability-related services, policies, and practices to prepare them for leadership roles in the field. Using an interdisciplinary approach, learners will be able to stretch, cross, and connect disciplinary boundaries, while learning about the disability field in a more holistic manner than any single discipline can achieve. Learners will also obtain a strong grounding in the values and approaches that are intimately

related to inclusion, equity, and human rights, which are critical to the development of our future leaders.

### **3. Primary Intended Audiences**

The certificate is meant for graduate students, with credit transfer allowed into multiple programs. The course credits from this certificate could be applied to master's and doctorate degrees in social work (e.g., MSW and PhD) and in education (e.g., M.S.Ed. and PhD in special education, elementary education - early education track). It is also meant for existing master's, doctoral, and minor students, allowing greater academic focus and exploration in areas under studied in current programs.

For the Indiana Institute on Disability and Community (IIDC), the certificate will be required for IIDC graduate assistants, and heavily marketed to hourly graduate students, and interns to provide intensive learning to further develop new leaders in disability issues. It will also be heavily marketed to professionals interacting with the IIDC, including education, disability provider, human service, and public health personnel.

### **4. Argument for what makes the School of Education and School of Social Work uniquely qualified to offer the graduate certificate**

The relationship/connection of these schools with the IIDC provides for a unique opportunity to build a certificate program in this space. There are pre-existing relationships with faculty, partnerships through grants and other projects, and an established connection with current doctoral students.

### **5. List of existing courses that would be included in the new certificate including number of credit hours to complete the certificate (12 credit hours is the minimum required). How will this program impact School of Education and Social Work resources, including faculty load?**

The certificate is a partnership between the School of Education (Special Education program), School of Social Work, and the Indiana Institute on Disability and Community (IIDC) - Indiana's University Center for Excellence on Disabilities.

Dr. Derek Nord, current SOE faculty in the special education program is also the executive director of the IIDC, an interdisciplinary research center at IUB. Through this role, he can support the day-to-day coordination, marketing, student support, tracking, monitoring for the program. Additionally, he is committed to making the K643 core course a requirement for all graduate assistants at the IIDC via the organization's preservice leadership program, averaging three to five students per year, providing a potential path for future certificate students.

Dr. Nord has a low teaching expectation, due to his administrative appointment, thus, he can commit to teaching the SOE core course annually to ensure the certificate can be obtained in a year. The SSW core course is offered annually on the Bloomington

campus. If necessary, students may be able to access the course at other IU campuses at different times throughout the year, due to the SSW being a system wide school. Other courses offered currently exist - no new courses will need to be developed. However, in the event new, relevant coursework is made available in SOE and SSW, course offerings may expand.

Cost impacts on SOE and SSW resources would be minimal, such as updating websites and other communications. The unique collaboration with SOE and SSW does provide the opportunity to bring enrollees from other schools and programs into both programs.

- a. Required - two core courses:
  1. 3 credit core course housed in SSW - S507 Diversity, Human Rights, and Social Justice
  11. 3 credit core course housed in special education - K643 Disability Rights, Policy, and Services. \*\*Undergoing concurrent approval.
- b. Two electives - specialization courses:
  1. 3 credits from SSW from the list below
  11. 3 credits from SOE from the list below
  111. This list will be updated to capture the universe of relevant SOE/SSW courses/opportunities, on an ongoing basis.

Course#	School	Department	Credits	Course Name
A675	EDUC	Ed. Leadership	3	Leadership in Special Education
E506	EDUC	C&I (Early Childhood Ed)	5	Curriculum in Early Childhood Education
E525	EDUC	C&I (Early Childhood Ed)		Advanced Curriculum Study in Early Childhood Education
K500/K780	EDUC	C&I (Spec. Ed)	3	Topical Workshop in Special Education
K505	EDUC	C&I (Spec. Ed)	3	Introduction to Special Education for Graduate students
K510	EDUC	C&I (Spec. Ed)	3	Assistive Technology in Special Education
K540	EDUC	C&I (Spec. Ed)	3	Early Education for Children with Disabilities or At-Risk Conditions*
K541	EDUC	C&I (Spec. Ed)	3	Transition Across the Life Span
K545	EDUC	C&I (Spec. Ed)	3	Management of the Severely Emotionally Disturbed*
K548	EDUC	C&I (Spec. Ed)	3	Families, School and Society
K549	EDUC	C&I (Spec. Ed)	3	Early Childhood Special Education Program Models*
K553	EDUC	C&I (Spec. Ed)	3	Classroom Management and Behavior Support
K565	EDUC	C&I (Spec. Ed)	3	Collaboration and Service Delivery
K573	EDUC	C&I (Spec. Ed)	3	Communication Interventions for Persons with Severe Disabilities*
K650	EDUC	C&I (Spec. Ed)	3	Paradigms and Policies in Special Education
517	SW		3	Assessment in Mental Health & Addictions
618	SW		3	Social Policy & Services (Mental Health and Addictions)
683	SW		3	Community-based Practice in Mental Health & Addictions
685	SW		3	Mental Health & Addictions Practice: Individuals & Families
686	SW		3	Social Work Practice: Addictions
505	SW		3	Social Policy Analysis, Advocacy & Practice
687	SW		3	Mental Health & Addictions Practice with Groups

\*, denotes coursework that is in catalog but not currently offered.

**References:**

Erickson, W. Lee, C., & von Schrader, S. (2021). *2017 Disability Status Report: United States*. Ithaca, NY: Cornell University Yang Tan Institute on Employment and Disability **(YTI)**.

Indiana Dept. of Education (2018). *Indiana Student Services Needs Assessment Report*. Indianapolis, IN.

Indiana Dept. of Education (2021). *Special Education Child Count*. Indianapolis, IN. Retrieved at: <https://www.in.gov/doe/files/memo-sboe-unduplicated-child-count-may-2021.pdf>

**INSTRUCTIONS**

To be completed by proposing department or program. Please complete all required sections. For any certificates to be offered at any level of online status, contingent approval by the IU Office of Online Education must be secured by initiating the [OOE Initial Request Form](#) before this proposal will be considered. OOE Approval notice must accompany this form when submitted into APPEAR.

For stand-alone certificates for which financial aid eligibility is requested, sections 5-7 are required, as they will also inform the post-approval processes with the campus financial aid director.

**SECTION 1: CONTACT INFORMATION** *(Required for ALL Certificate Programs)*

<b>Name</b>	Derek Nord
<b>Title</b>	Associate Professor, Director of the Indiana Institute on Disability and Community
<b>E-mail Address</b>	<a href="mailto:dnord@indiana.edu">dnord@indiana.edu</a>
<b>Phone Number</b>	812-855-7102

**SECTION 2: PROGRAM IDENTIFYING INFORMATION** *(Required for ALL Certificate Programs)*

<b>Type of Certificate Action</b>	<input type="checkbox"/> NEW Area Certificate <i>(only available with a degree program)</i>	
	NEW Stand-Alone Certificate <i>(Indicate Financial Aid status below)</i>	
	<input type="checkbox"/> Stand-Alone Certificate from existing Area Certificate	
	<input type="checkbox"/> Add Financial Aid Eligibility to existing Stand-Alone Certificate <i>(Indicate Financial Aid status below, and complete ALL sections)</i>	
<b>Financial Aid Eligibility</b>	<input checked="" type="checkbox"/> <b>NO</b> <i>{Complete sections 1-4}</i>	<input type="checkbox"/> <b>YES</b> <i>{Complete sections 1-7}</i>
<b>Academic Level</b>	<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Post-Baccalaureate
	Graduate	<input type="checkbox"/> Post-Master's
<b>Mode of Instruction</b>	On Campus	<input type="checkbox"/> Online (DY, <input type="checkbox"/> Y8)
	<input type="checkbox"/> Hybrid (VS)	<input type="checkbox"/> Collaborative
<b>Campus(es) offering Certificate</b>	Bloomington	
<b>Academic Unit(s) offering certificate program</b>	School of Education and School of Social Work	
<b>Certificate Name</b>	Graduate Certificate on Disability Rights, Policy, and Services	
<b>Proposed Program CIP Code</b> <i>From the Classification of Instructional Programs {Search <a href="#">HERE</a> for help}</i>	05.0270	
<b>Minimum Program Credit Hours</b> <i>Enter the minimum number of credit hours necessary to satisfy certificate requirements (range not acceptable)</i>	12	
<b>Normal Time for completion</b> <i>Enter number of weeks, and number of academic terms (range not acceptable)</i>	32 weeks, two terms	
<b>Other Delivery Aspects</b> <i>(Field experience, such as Co-ops, Internships, Clinicals, Practica, etc.)</i>		

**SECTION 3: RATIONALE AND SOURCE OF STUDENTS***(Required for ALL Certificate Programs)***a. Rationale***Alignment with institutional mission and strengths.*

Disability affects approximately 13% of the U.S. population (Erickson, Lee, von Schrader, 2021), this includes mental health conditions, intellectual and developmental disabilities, physical disabilities, vision and/or hearing impairments, and many other conditions. Many people with disabilities require specialized services and supports from professionals intermittently or on an ongoing basis to address challenges experienced due to their impairment. The disability support field is large and complex, encompassing many disciplines driven by differing policies, practices, and values.

There is high demand for professionals who can work with Hoosier families and have training and specialization in disability issues. Of particular need are social workers with a background on disability issues in school contexts, as well as educators who are knowledgeable on disability issues, and able to work social workers; there is great need for these fields to work in an interprofessional way that best serves people with disabilities and their families. For example, in Indiana, the ratio of the total number of school social workers in the state to all students currently enrolled in Indiana schools is 4,639: 1, far higher than the 250:1 ratio recommended by the National Association of Social Work (Indiana Dept. of Education, 2018). There are over 170,000 students with disabilities served in Indiana's public school system (Indiana Department of Education, 2021). These professionals serve on the front lines, working in interdisciplinary teams in a variety of settings, including in education and healthcare systems, to improve outcomes for families and to ensure success in treatment and care. Social workers and educators touch many lives, and it is important they are prepared for interprofessional collaborative practice, leading to better care, outcomes, and efficiency in resources.

Interdisciplinarity has been embraced by education, human service, and medical systems through policy and practices as a mechanism respond to complex needs of people with disabilities, across the lifespan. The disability field also takes an interdisciplinary approach in studies and in practice. It is necessary to provide future leaders a broad-based education to grasp the interlocking and overlapping professional boundaries beyond what a single discipline would allow.

Two disciplines leading in the disability supports field are education and social work, both of which are joining to create this certificate. The purpose of the certificate is to:

1. Provide a pathway for professionals within and outside of these disciplines to obtain graduate education about disability-related services, policies, and practices to prepare them for leadership roles in the field.
2. Using an interdisciplinary approach, learners will be able to stretch, cross, and connect disciplinary boundaries, while learning about the disability field in a more holistic manner than any single discipline can achieve.
3. Learners will also obtain a strong grounding in the values and approaches that are intimately related to inclusion, equity, and human rights, which are critical to the development of our future leaders.

The certificate is a partnership between the School of Education (Special Education program), School of Social Work, and the Indiana Institute on Disability and Community (IIDC) - Indiana's University Center for Excellence on Disabilities.

The major topics include disability rights, policies, and services. Coursework will provide a broad overview of disability rights, policy, and services, and introduce students to frameworks and lenses to services, policymaking, and a historical understanding of those policies and services which impact people with disabilities across the lifespan. Students will also learn about contemporary approaches to service provision across the lifespan for people with disabilities.

The certificate consists of 12 total credits, equally distributed between the School of Education and the School of Social Work. There are two, 3-credit required courses within the certificate, one offered by each of the Schools represented in the certificate; the remaining six credits include electives from select courses.

In the School of Social Work, students are required to take a core course, S507 Diversity, Human Rights, and Social Justice. This course focuses on systemic oppression, human rights and social justice perspectives, examining the "shifting landscape of diversity, oppression, power, and privilege. The fundamental goal of the course is for students to develop critical consciousness to gain competencies to address diversity, privilege and oppression in social work practice. The importance of power and the dynamics of domination and subordination in multiple manifestations of oppression, particularly among historically oppressed groups, will be explored" (quoted from syllabus). The social work field has an overt focus on human rights issues and identifying systems of oppression, and this course asks students to critically think and identify new lenses to understand systems that that have operated to historically marginalize and oppress populations, including individuals with disabilities.

In the School of Education, students are required to take K643 Disability Rights, Policy, and Services. This course will provide an overview of contemporary issues affecting people with significant disabilities across many domains of life. Each class period will have a different topical focus, allowing the class to examine relevant and contemporary research, evidence-based practices, and policy issues. It will introduce students to the various public systems that people with disabilities often engage, such as education and human service systems. It will also present important policies influencing these systems.

Students will then take two electives, one from School of Social Work and one from School of Education, allowing specialization and selection from the courses listed below. Of note, if new coursework is made available that is relevant to the certificate, we are able to add those to the list of possible electives.

#### **b. Student population**

*Describe the target population and long-term student pipeline. For example, are students expected to be from existing degree programs, area employers, certain industries, etc? This information should justify sustainable enrollment in the certificate.*

The certificate is open to anyone interested. However, there are a number of pipelines the certificate will tap. First, standalone certificate students, with credit transfer allowed into multiple programs. The course credits from this certificate could be applied to master's and doctorate degrees in social work (e.g., MSW and PhD) and in education (e.g., M.S.Ed. and PhD in special education, elementary education - early education track). Secondly, existing master's, doctoral, and minor students, allowing greater academic focus and exploration in areas under studied in current programs. Third, IU's University Center for Excellence on Developmental Disabilities, the Indiana Institute on Disability and Community (an OVPR center), will require the certificate and encourage graduate students to pursue the certificate. Finally, the disability support industry, providing human and educational services across the lifespan, will be heavily targeted.

**SECTION 4: CERTIFICATE REQUIREMENTS** *(Required for ALL Certificate Programs)*

Please list - or provide a list of- all courses that make up a certificate program. Include Course name, course number, and credit hours for each course. Also, please include an asterisk (\*) after the course name for any courses NOT currently in any existing degree programs.

Course name and Number	Credit Hours	Course Modality (online, on campus)
SW507 Diversity, Human Rights, and Social Justice (required)	3	On-campus
K643 Disability Rights, Policy, and Services (required) (pending approval)*	3	On-campus
A675 Leadership in Special Education (elective)	3	Online
E506 Curriculum in Early Childhood Education (elective)	5	Online
E525 Advanced Curriculum Study in Early Childhood Education (elective)	3	Online
KS0S Introduction to Special Education for Graduate students (elective)	3	Online
KS00/K780 Topical Workshop in Special Education (elective)	3	On-campus
KSIO Assistive Technology in Special Education (elective)	3	Hybrid
K540 Early Education for Children with Disabilities or At-Risk Conditions (elective)*	3	On-campus
K541 Transition Across the Life Span (elective)	3	Online
K545 Management of the Severely Emotionally Disturbed (elective)*	3	On-campus
K548 Families, School and Society (elective)	3	Online
K549 Early Childhood Special Education Program Models (elective)*	3	Online
K553 Classroom Management and Behavior Support (elective)	3	Online
K565 Collaboration and Service Delivery (elective)	3	Online

K573 Communication Interventions for Persons with Severe Disabilities (elective)*	3	On-campus
K650 Paradigms and Policies in Special Education (elective)	3	On-campus
SW517 Assessment in Mental Health & Addictions (elective)	3	On-campus
SW618 Social Policy & Services (Mental Health and Addictions) (elective)	3	Hybrid
SW683 Community-based Practice in Mental Health & Addictions (elective)	3	Hybrid
SW685 Mental Health & Addictions Practice: Individuals & Families (elective)	3	Hybrid
SW686 Social Work Practice: Addictions (elective)	3	Hybrid
SWS0S Social Policy Analysis, Advocacy & Practice (elective)	3	On-campus
SW687 Mental Health & Addictions Practice with Groups (elective)	3	Hybrid

**FOR NEW CERTIFICATES TO BE OFFERED WITH STAND-ALONE FINANCIAL AID ELIGIBILITY**

**Please complete all requested information for each Certificate program for which you intend to seek financial aid eligibility.**

**NOTE:** The authorization to provide student access to Federal Student Aid funds for certificate programs requires that the certificate meet certain employment and wage expectations, as supported in the following sections. Financial Aid availability may only be indicated after successful inclusion of the certificate program in the Program Participation Agreement (PPA) between the campus and the Office of Federal Student Aid.

**Contact Responsibilities:** The program contact agrees to take responsibility for ensuring that consumer information disclosures, required by the Department of Education and created by the University Director of Financial Aid, are posted anywhere the program is described. This includes the program's web page, the bulletin and on any promotional materials created for the program. The contact will also be consulted when any new information must be collected to complete future version of the disclosures, which are updated annually. The contact understands that failure to comply puts the university at risk and may result in termination of aid eligibility for students in the program.

**SECTION 5: PROGRAM OUTCOMES** *(All information is required)*

<p><b>Recognized Occupation Code</b> Enter the Standard Occupation Code and title that corresponds to the recognized occupation for which the proposed program prepares completers. (Search <a href="#">HERE</a> if you need help.)</p>				
<p><b>Placement Rates</b> Select the option that applies to the program's job placement rate requirements:  <b>Select the indicator below the appropriate requirement.</b>  Note: If required, the program's contact will be asked to provide specific data, annually.</p>	<p>Required to calculate a job placement rate for the program completers by our Accrediting Agency.</p>	<p>Required to calculate a job placement rate for the program completers by our State.</p>	<p>Required to calculate a job placement rate for the program completers by both our Accrediting Agency and State.</p>	<p>Not currently required to calculate a job placement rate for program completers.</p>

<p><b>Licensure Requirements</b></p> <p>Your institution is required to provide information about whether this program meets licensure requirements for any states in the metropolitan statistical area (MSA) in which the institution is located, as well as for any states for which the institution is aware of whether the program satisfies all education prerequisites to qualify a student for licensure.</p> <p>Select the states that meet any of the following criteria and whether or not it satisfies all educational prerequisites:</p> <ul style="list-style-type: none"> <li>-The state(s) in which your institution is required to obtain state authorization pursuant to 34 CFR 6009</li> <li>-All states in the metropolitan statistical area(s) (MSA) in which your program is offered</li> <li>-Any other states for which you have determined that your program does or does not meet licensure requirements</li> </ul> <p>In items A-E, below, select or enter the appropriate licensure designations. Note that Indiana MUST be included within item A, and that any state may only be captured within a single selection.</p>	
<p><b>A:</b> Program meets licensure requirements in the following States:</p>	<p><i>Indicate "All States and Territories." Or list each (use abbreviations):</i></p>
<p><b>B:</b> Program does not meet licensure requirements in the following States:</p>	<p><i>Indicate "All States and Territories." Or list each (use abbreviations):</i></p>
<p><b>C:</b> Program qualifies students to sit for licensure exam in the following States:</p>	<p><i>Indicate "All States and Territories." Or list each (use abbreviations):</i></p>
<p><b>D:</b> Program does not qualify students to sit for licensure exam in the following States:</p>	<p><i>Indicate "All States and Territories." Or list each (use abbreviations):</i></p>
<p><b>E:</b> The following States do not have licensure requirements for this profession:</p>	<p><i>Indicate "All States and Territories." Or list each (use abbreviations):</i></p>

**SECTION 6: PROPOSED SCHEDULE**

*{Please enter "N/A" for requests pertaining to existing programs.}*

<p>The first day the program was or will be offered by the institution</p>	
<p>The day you would like to begin disbursing Title IV funds to students enrolled in the program.</p>	

**SECTION 7: NARRATIVE RESPONSES**

**Narrative description of how the institution determined the need for the program.**

For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the US Department of Education upon request.

**Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs.**

For example, indicate if Bureau of Labor Statistics data or State labor data systems information was used, and/or if State, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain documents that support this description for review or submission to the US Department of Education upon request.

**Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program.**

The institution must retain documents that support this description for review or submission to the US Department of Education upon request.

**Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following:**

- Business advisory committees
- Program integrity boards
- Public or private oversight or regulatory agencies (not including the state licensing /authorization agency and accrediting agency)
- Businesses that would likely employ graduates of the program.

For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the US Department of Education upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

### **Similar and Related Programs: Disability Certificates**

1. Ball State University (online), "Graduate Certificate in Disabilities for Post-Secondary Settings with an Emphasis on Autism"

[https://www.bsu.edu/academics/collegesanddepartments/online/academic-programs/graduate-certificates/dps#accordion\\_practicalapplicationstrategies](https://www.bsu.edu/academics/collegesanddepartments/online/academic-programs/graduate-certificates/dps#accordion_practicalapplicationstrategies)

The certificate consists of 15 credits:

SPCE 600 Education of Exceptional Children (3 credits)

SPCE 601 Introduction to Disability Services in the Post-Secondary Setting (3 credit)

SPCE 602 Accommodations and Assistive Technology for Post-Secondary Students with Disabilities (3 credits)

SPCE 622 Introduction to the Law and Higher Education Issues for Students with Autism (3 credits)

SPCE 680 Introduction to Persons with Autism Spectrum Disorders (3 credits)

2. University of Maine, "Graduate Certificate in Autism Spectrum Disorders"

Graduate level.

<https://umaine.edu/autisminstitute/courses/graduate-certificate/>

The certificate program includes three required courses. Courses are offered annually:

SEO 528: Educational Methods for Students with Autism 3cr.

SEO 585: Communication for Students with Autism Spectrum Disorders 3cr.

SEO 563: Positive Behavioral Supports for Students with Autism Spectrum Disorders 3cr.

3. UIC, "Disability Ethics Certificate"

<https://ahs.uic.edu/disability-human-development/admissions-and-programs/disability-ethics-certificate/>

This certificate is a cluster of four 3-credit courses for a minimum of 12 total hours, designed to develop independent scholarship and critical thinking. Most students complete all the required courses in two to four semesters.

4. UNC, Carolina Institute for Developmental Disabilities, "Certificate Program in Developmental Disabilities"

<http://www.ciddd.unc.edu/education/default.aspx?id=50>

Program Requirements: This certificate program is only open to degree-seeking graduate students enrolled at UNC Chapel Hill. It is anticipated that students will complete certificate requirements in approximately 2 years, and all requirements must be fulfilled prior to the completion of the student's degree program. This certificate program is comprised of

interdisciplinary coursework (9 credits), attend relevant approved seminars, and conduct research activities related to intellectual and developmental disabilities, as described below:

Formal Coursework: To complete this certificate program, trainees must enroll and complete nine credit hours from the below courses. Since the courses for this certificate may not be required for your degree program, it is possible that you would incur additional tuition costs to complete the coursework required for this certificate program.

5. UMN, "Disability Policy and Services certificate" <https://www.cehd.umn.edu/olpd/graduate-programs/certificate/disability-policy-services/>  
12 credits minimum completed in 1-2 semesters for full time students.

The certificate program has three required components: a three-credit interdisciplinary core course; six credits of specialized course work; and an individualized learning experience (ILE) accompanied by six interdisciplinary reflection groups. Students are encouraged to work with their advisers and the ICI certificate coordinator to plan their programs. Coursework applied to the certificate must be taken A-F.

**Faculty VOTE (Department of Curriculum & Instruction)**

We are proposing a Disability Graduate Certificate and an Early Childhood Education Undergraduate Program revision. Please see the attachments sent in your email for further details. See Vote 3 for your ballot on the carrel discussion.

**Vote 2: Vote for proposed Graduate Certificate in Disabilities.**

I approve the addition of the Disability Services, Policies, and Practices graduate certificate.

*(see coordinating attachment)*

30    Yay  
\_\_ 1\_    Nay (I can provide rationale if needed)  
\_\_\_\_    Abstain (include reason)