

Indiana University
Request for a New Credit Certificate Program

Campus: IUPUI

Proposed Title of Certificate Program: Inclusive Special Education in Urban Schools (K-12)

Projected Date of Implementation: Fall 2014

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed?

There is a high demand for teachers who have expertise in the area of special education. The proposed 15-credit certificate is designed to provide a strong foundation for undergraduate students from multiple majors who are interested in gaining knowledge and skills for supporting youth and young adults with disabilities in inclusive settings. Youth with disabilities are part of the fabric of our community and represent the rich diversity of our population. There is a need for teachers and informal educators who can teach and support students and young adults, understand the strengths and needs of diverse students and their families, who are fluent in inclusive educational services, who are knowledgeable about culturally responsive multi-tiered systems of support, particularly in urban systems, and who understand the need for cross disciplinary collaboration with colleagues, students, families, and communities. Art Education and Physical Education majors have requested this certificate. The coursework will be offered 100% online.

II. List the major topics and curriculum of the certificate.

Students will earn the certificate by satisfactorily completing five 3 credit undergraduate courses. The courses will cover issues of special education law, service delivery, positive behavior support, collaboration with parents and professionals, advocacy, and strategies for teaching and learning. Commitments to socially just, inclusive learning environments for all students, with an emphasis on students with disabilities will be emphasized. Students will analyze equity concerns that span general and special education, such as the disproportionate identification and placement in restrictive environments of historically

underserved populations, equitable access, participation, and outcomes within general education settings and curriculum for students with disabilities.

Required Courses:

- K201 Introduction to Special Education
- K453 Classroom Management and Behavior Support
- K448 Families, School and Society
- K426 Survey of Mild Handicaps
- K465 Collaboration and Service Delivery

(Proposed course name changes will be submitted separately, and if approved, applied to this certificate retroactively.)

III. What are the admission requirements?

Students must be in good academic standing with at least a 2.75/4.0 GPA and 60 credits of undergraduate university coursework from an accredited institution. Students who are not admitted to the undergraduate teacher education program must complete an online application. The Certificate in Special Education will be awarded to candidates who complete the required coursework with at least a 3.0 GPA. Students will be assigned an advisor who approves their Certificate in the Special Education Program of Study. This certificate does not result in a special education license, but can lead to licensure.

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

1. Understand the evolution of special education in U.S. public schools, including its social and political origins, and its legal foundations.
2. Critically analyze and discuss the range of ethical and philosophical issues related to the provision of “appropriate education” for all students with disabilities.
3. Consider and address tensions inherent in the processes of eligibility determination and labeling people with disabilities.
4. Recognize the major characteristics of the special education system, (e.g., determination, placement, IEP process, accommodations and modification) and the continuum of services offered.
5. Define inclusive education and explain the characteristics of inclusive schools as well as describe alternative perspectives on the impact of inclusive education on all students.
6. Define and describe the federal disability categories. Debate the validity and/or usefulness of disability categories.
7. Describe strategies for advocating for students and creating inclusive and equitable classrooms, schools, and informal learning environments.
8. Articulate how “typical” and “atypical” learning as determined in schools and is impacted by student identities (e.g., race, gender, class, sexual orientation), how conceptions of ability and disability fit into your pedagogical philosophy and how you will enact that philosophy in practice.
9. Recognize the classroom or informal learning environment as a community of learners and work towards strengthening that community.

10. Articulate how behavior functions as a communication tool for students, how classroom management fits into one's pedagogical philosophy and how one can enact their philosophy in practice.
 11. Address the need and approaches for engaging in collaborative partnerships with students, parents, colleagues and community members to build upon the resources and meet the needs of students identified with disabilities.
 12. Describe the respective roles, obligations, and responsibilities of general educators and special educators in collaboratively planning and delivering special education programs and services.
 13. Understand the need for partnerships with parents and families of students with special needs.
 14. Be familiar with the social and political origins of family rights and roles in special education, as well as past and current policies, laws, and practices.
 15. Explore ways in which one's personal beliefs about families, school personnel and students with group memberships, cultural practices, and life experiences different from one's own, shape one's everyday interactions and practice.
 16. Know how to communicate responsively with the families of and individuals with disabilities, including how to acknowledge and address issues of power, ensure shared decision making, and participate as a member of a collaborative student-centered team (including IEP/Transition teams).
 17. Describe the methods and processes for providing person-centered planning.
 18. Coordinate the resources of students, families, colleagues, and community members and organizations to support the goals and needs of students identified with disabilities and their families.
 19. Describe the current and shifting roles and responsibilities of special educators and related service personnel in today's schools and communities.
 20. Describe and discuss key terms, concepts, and practices, including collaboration, consultation, service delivery, co-planning, co-teaching, and teaming.
 21. Know how to collaborate as a member of a team (including IEP/Transition team) who works effectively with team members, including administrators, general education colleagues, paraeducators, family members, students, peers, personnel from community organizations and others.
 22. Develop an understanding of least restrictive environment (LRE) with the goal of achieving inclusive educational systems and inclusive lifestyles.
 23. Engage in collaborative partnerships with students, parents, colleagues, and community members to build upon the resources and support the needs of students identified with disabilities.
 24. Understand essential elements of designing and implementing curriculum, instruction, and assessment within a Universal Design for Learning (UDL) framework.
 25. Understand multi-tiered systems of support, including response to intervention/positive behavior interventions and support and be able to apply these frameworks in culturally responsive ways.
- V. Explain how student learning outcomes will be assessed and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

- Each student will be assigned an undergraduate advisor who will monitor his/her progress toward the certificate.
- Individual student learning outcomes will be assessed in each course through various assignments including written reflections, projects, class presentations, and class participation.
- Special Education faculty will track individual student progress.
- Student course evaluations will be reviewed.

- VI. Describe student population to be served.
This program will serve undergraduate students in education and other related fields.
- VII. How does this certificate complement the campus or departmental mission?
The proposed certificate supports the stated mission of IUPUI to promote work in the community to improve the lives of citizens. It also supports the IUPUI School of Education mission to “improve teaching, learning, and human development in a diverse, rapidly changing...society”.
- VIII. Describe any relationship to existing programs on the campus or within the university.
This certificate is connected to the current undergraduate program offerings in special education in the school of education at IUPUI. Four of the courses (all but K201, which is a prerequisite) can be applied to special education licensure in mild and intense intervention.
- IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).
Existing resources will be used. No new faculty will be needed.
- X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).
There will opportunities for students to complete select class assignments via hands-on experiences in schools and community settings that include K-12 youth with disabilities.