

Transmittal Memo

Date: November 6, 2008

Summary Statement

The purpose of this proposal is to establish an interdisciplinary undergraduate Certificate on Disability Studies and Community Inclusion. The goal of the Certificate is to prepare undergraduate students to understand the nature, meaning, health, social and political implications, and consequences of disability, within the context of diversity and the global culture from which we live and operate.

Curricular Bodies that have approved this action:

Center for Disability Studies/ College of Education, Health, and Human Services

Student Accessibility Services

School of Exercise, Leisure, & Sport

Faculty Learning Community on Disability Issues

Department of Adult, Counseling, Health & Vocational Education

School of Family and Consumer Studies

College of Business

Department of Educational Foundations and Special Services

College of Arts and Sciences

College of Fine Arts

Proposal Summary

Title: Certificate on Disability Studies and Community Inclusion

Subject Specification: The purpose of this proposal is to establish an undergraduate Certificate on Disability Studies and Community Inclusion in the College of Education Health and Human Services, School of Exercise, Leisure, & Sport, Recreation Parks and Tourism Major (RPTM).

Background Information: The purpose of this proposal is to establish an interdisciplinary undergraduate Certificate on Disability Studies and Community Inclusion.

Purpose and Goal: The goal of the Certificate is to prepare undergraduate students to understand the nature, meaning, social and political context, and consequences of disability, within the context of diversity and the global culture from which we live and operate. The intended effect or purpose of this Certificate is to prepare students to challenge the cultural implications of disability on our laws, in schools, public health arena, civic and political life, beliefs, and in their daily lives.

Need and Sustainability: Individuals with disabilities make up the largest minority group in the U.S., thus having increased knowledge regarding this segment of our population is an important component of diversity preparation. Since the passage of the Americans with Disabilities Act in 1990, disability studies programs have been developed at universities across the U.S. to respond to the sociocultural phenomenon of disability and better prepare students to challenge discriminatory treatment and meet the needs of these individuals across the lifespan. Additionally, the inclusion of individuals with disabilities in community life is considered a public health issue according to the World Health Organization in that inclusion improves quality of life, decreases social isolation thus decreasing depression, increases the likelihood of employment, as well as civic and social engagement. Currently, no such professional preparation program exists at Kent State University. Given the increased emphasis and action on including individuals with disabilities in community life, not having this curriculum puts Kent State University at a disadvantage when preparing students to compete in the job market as compared to other state (e.g., O.S. U. , Miami University) and national (University of Wisconsin, Madison, University of Delaware, University of Colorado) universities. This Certificate was designed as an interdisciplinary program of study to prepare students from a variety of majors, thus increasing the sustainability. Courses selected for the core and as electives were based on guidelines from the Society in Disability Studies which recommends curriculums be (a) interdisciplinary/multidisciplinary, (b) challenge the view of disability as an individual defect that can be remedied through medical intervention, and (c) should include national and international perspectives, policies, literature, culture, and history. In addition, this certificate is intended to attract professionals from a variety of human service, public health, education, and related fields to further their educational competencies to meet the needs of this large minority group.

Conformity of Certificate with mission: Offering this Certificate in the College of EHHS is in line with the mission of the college, "to create and advance knowledge as it educates professionals who enhance health and well being and enable learning across the lifespan." Currently, the College houses the Center on Disability Studies which conducts research and training focusing on the inclusion of individuals with disabilities in job/vocational and college preparatory contexts. The School of Exercise, Leisure, and Sport(SELS)/Recreation, Parks, and

Tourism major is also located within the College of EHHS. The mission of the School is to prepare students to work in fields that promote healthy active living of individuals of all levels of abilities across the lifespan. The field of recreation and leisure has been at the forefront of research and practice in the inclusion of individuals with disabilities in community contexts, thus is well positioned to oversee this Certificate. Student Accessibility Services were consulted as members of the Faculty Learning Community on Disability Issues.

Admission Procedures: To be eligible for the undergraduate Certificate in Disability Studies and Community Inclusion, a student must be matriculated into an undergraduate degree program or hold an undergraduate degree from an accredited institution. Students may be admitted with a nondegree status, but must complete a bachelors degree before being awarded the Certificate. Students must complete an application with the EHHS Undergraduate Studies office in White Hall.

Requirements for successful completion: The curriculum has been designed to meet the Guidelines for Disability Studies Programs established by the Society for Disability Studies in that the curriculum should be (a) interdisciplinary, (b) challenge the traditional/medical model view of disability, and (c) should include national and global perspectives of disability from a variety of perspectives. Students will complete a total of 16 credits, 9 credits in the core (RPTM 26001, SOC 32570, RPTM 46001) and 7 guided electives (2-3 credit courses, 1-1 credit Special Topics Capstone). See attachment coursework requirements. A corresponding graduate proposal is being proposed to Graduate Council, however, these proposals are independent of each other.

Fiscal and Staffing Impact: Fiscally, this certificate could enhance student recruitment and retention. This Certificate will not only enhance current program offerings within the College and across the University by better preparing students to address this local and global diversity issue, but will position the University to compete with other similar institutions that currently offer this type of curriculum. It could potentially attract and retain students who are interested in obtaining a broader knowledge base of disability issues. Additionally, because it is designed as a Certificate, it has the potential of attracting professionals in a variety of fields (e.g., law, student accessibility services, public health, tourism) to further their education on how to meet the needs of a diverse population, thus increasing tuition revenues. A faculty member in SELS who has the academic, research, and practice background is qualified to teach, advise students, and monitor this program. She previously taught the therapeutic recreation emphasis in the Recreation, Parks, and Tourism major which was inactivated in 2006. With the inactivation of the therapeutic recreation emphasis, clerical and faculty support is in place. Members of the Faculty Learning Community on Disability Issues have agreed to serve as mentors to students as well.

Alternatives and Consequences: The alternative is to not establish this Certificate with the consequence being an inability to meet student needs in preparing them to work in a diverse, global environment, not attracting students or professionals who may be interested in studying this area of diversity, and not meeting local, regional, national or global needs of this segment of our population.

Specific Recommendation and Justification: see above

Timetable and Actions Required:

SELS Curriculum Committee approval December 2, 2008
EHHS Curriculum Committee December 12, 2008

EPC January 5, 2009

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 5-Nov-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department School of Exercise, Leisure, & Sport
College EH - Education, Health and Human Services
Degree CER2 - Certificate >1<2 years NDPG - Postundergraduate Non-Degree Program
Program Name **Certificate on Disability Studies and Community Inclusion** Program Code
Concentration(s) Concentration(s) Code(s)
Proposal Establish Program

Description of proposal:

The purpose of this proposal is to establish an interdisciplinary graduate Certificate on Disability Studies and Community Inclusion. The goal of the Certificate is to prepare graduate students to understand the nature, meaning, health, social and political implications, and consequences of disability, within the context of diversity and the global culture from which we live and operate.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: Proposed total credit hours 16

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

This certificate will enhance other majors across the university as it is designed as an interdisciplinary curriculum for students pursuing post bachelorette degrees or for professionals who already have earned a masters degree from an accredited institution. Many colleges, departments, and centers within KSU were consulted to ensure there was no duplication or encroachment and found there was none (see attachments for endorsements and approvals of electives). The audience will be graduate students and professionals with earned masters degrees interested in furthering their knowledge base related to the largest minority groups in the U.S., individuals with disabilities. These individuals may be studying or practicing in the fields of justice studies, political science, public health, recreation, parks, tourism, education, law, health care, the arts, family and consumer services, business, or psychology to name a few. Enrollment is anticipated to be approximately 20-35 students annually, based upon state and national averages in similar certificates/minors. A faculty member in SELS who has the academic, research, and practice background is qualified to teach, advise students, and monitor this program. She previously taught the therapeutic recreation emphasis in the Recreation, Parks, and Tourism major which was inactivated in 2006. With the inactivation of the therapeutic recreation emphasis, clerical and faculty support is in place. Members of the Faculty Learning Community on Disability Issues have agreed to serve as mentors to students as well. The prerequisites for the Certificate will be students enrolled in masters degrees at Kent State University or professionals who already have earned a masters degree from an accredited institution. One of the core courses proposed and several elective courses require prerequisite courses and students will be advised accordingly. A corresponding, but independent, proposal is under currently review by the EHHS Undergraduate Council.

Units consulted (other departments, programs or campuses affected by this proposal):

Center for Disability Studies/ College of Education, Health, and Human Services

Student Accessibility Services

School of Exercise, Leisure, & Sport

Faculty Learning Community on Disability Issues

Department of Adult, Counseling, Health & Vocational Education

School of Family and Consumer Studies

College of Business

Department of Educational Foundations and Special Services

College of Arts and Sciences

College of Fine Arts

College of Communication and Information

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

____/____/____

College Dean

____/____/____

Executive Dean of Regional Campuses / Dean of Graduate Studies

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

Certificate on Disability Studies and Community Inclusion-Undergraduate
Required and Elective Course work

Required (9 credit hours):

RPTM 26001

Introduction to Community Inclusion of Individuals with Disabilities 3 credits

Soc 32570 Inequality in Society 3 credits

RPTM 46001

Principles and Methods of Community Inclusion 3 credits

Elective (7 credit hours):

College of Education, Health and Human Services

School of Family and Consumer Studies

HDFS 44020 Adolescent Development

HDFS 44021 Family Interventions Across the Lifespan

School of Exercise, Leisure, & Sport

RPTM 36040 Inclusion of People with Disabilities in Leisure Services

PEP 45037 Adapted Physical Education

Department of Educational Foundations and Special Services

SPED 23000 Introduction to Exceptionalities*

SPED 43050 Characteristics of Students with mild/moderate Intervention Needs

SPED 43051 Characteristics of Students with moderate/intensive Intervention Needs

SPED 43070 Planning and Programming for Transition Needs

SPED 43030 Classroom and behavior modification

SPED 43309 Introduction to Deaf Culture

College of Business

BUS 10123 Exploring Business

College of Arts and Sciences

Department of Sociology

SOC 22778 Social Problems and Diversity

SOC 22570 Understanding Differences and Inequality

SOC 32400 Individual and Society

SOC 32510 Sociology of Work

Department of Political Science

PLST 10300 Diversity in American Public Policy

PLST 40320 Ethics and Public Diversity

Department of Psychology

PSYC 41532 Social Psychology (PSYC 11762 is a prerequisite)

Department of Anthropology
ANTH 48259 Culture and Curing (ANTH 18210 is a prerequisite)

Department of Biology
BSCI 20020 Biological Structures and Function
BSCI 30030 Human Physiology

Department of Justice Studies
JUS 26704 Issues in Law and Society
JUS 38002 Legal Ethics and Professional Responsibility
JUS 38003 Administrative Law and Processes

Department of English
ENG 27201 Writing in Communities
ENG 39895 Special Topics in Rhetoric, Composition, & Writing
ENG Critical Rhetorical Studies of Texts in Contexts

Department of Philosophy
PHIL 21001 Introduction to Ethics/Diversity

College of Communication and Information Sciences
Comm 26000 Criticism of Public Discourse
Comm 35821 Intercultural Communication
Comm 45459 Communication and Conflict
Comm 45960 Health Communications

College of the Arts
School of Dance
DAN 27076 Dance as an Art Form
DAN 27057 Dance for Children

School of Art
ARTE 41002 Art Education: Methods and Materials
ARTE 41002 Art Education: Field Experience

Course 45096, a one credit hour Individual Investigation must be completed as a capstone course. It can be completed in conjunction with a required or elective course, in which case course credit hours will be determined by faculty and student at registration, or as a stand-alone course.

*Course is prerequisite for others in department

Note: Courses were selected based on the Guidelines for Disability Studies Programs established by the Society for Disability Studies

Endorsements for the Certificate program and Approval of use of courses as electives*

For ease of referencing, approved courses and support has been highlighted in yellow for undergraduate and green for graduate courses. Students will be advised when a course requires a prerequisite course. Approval of course from the College of Fine Arts is in a separate adobe document attached to this proposal.

Dear Dr. Devine:

I am delighted to offer the support and endorsement of the Center for Disability Studies and the Rehabilitation Counseling Program for the proposed Certificate in Disability Studies and Community Inclusion. I have carefully reviewed the proposal, and I am convinced that offering a Certificate in Disability Studies and Community Inclusion will constitute a valuable service to KSU students. Moreover, it will help to continue our efforts to make disability issues an important element of planning and programming in both academic and student affairs.

The slate of courses for the certificate do not encroach upon any of our academic programs or courses, and I am pleased that you have included our Psychosocial Impact of Disability course among your course offerings.

Please let me know if I can provide any additional information. Thank you again for taking the lead in this most important initiative.

Sincerely,

Phillip Rumrill
Professor & Coordinator
Rehabilitation Counseling Program
Director, Center for Disability Studies

November 13, 2008

To Whom It May Concern:

I am writing in support of Dr. Mary Ann Devine's request to establish a Certificate Program in Disability Studies and Inclusion at Kent State University. I have been assisting Dr. Devine for the past two years with this project in my capacity as the Facilitator of the Faculty Learning Community on Disability Issues; of which Dr. Devine is a member.

Each university or college in the United States that receives federal funding is required to have a Student Accessibility Office on their campuses. We have recently discovered that there is no certification program for these professionals. Therefore, the Certificate Program in Disability Issues and Inclusion will be available to this segment of the population as well as community members, undergraduate and graduate students. This opens many opportunities for enrollment into this program.

Dr. Devine has presented information several times to Faculty Learning Community on Disability Issues regarding her progress with the Certificate Program. Each time the membership has wholeheartedly and enthusiastically supported her in developing this Certificate Program. I can say, without reservation, the members of the Faculty Learning Community on Disability Issues would like to see this program come to fruition.

Sincerely,

Callista Stauffer

Callista Stauffer
Academic Program Coordinator
Facilitator for the Faculty Learning Community on Disability Issues

Mary Ann,

The following courses are both 40000/50000 courses and I have no objection to them using the course. However, if the student took the course as an undergraduate, we generally do not allow them to repeat that course for graduate credit.

SOC 52558 Wealth, poverty and power

SOC 52563 Sociology of Health and Health Care

The following is, by my records, no longer in the Graduate Catalog. It was a course that was idiosyncratic to faculty member who has long since left the university.

SOC 52665 Sociology of Architecture and Planning

Let me know if you have any further questions.

Richard

Richard T. Serpe, Ph.D.
Chair and Professor of Sociology

Department of Sociology
Kent State University
P.O. Box 5190
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email: rserpe@kent.edu
voice: (330) 672-4896
fax: (330) 672-4724

Dear Dean Haley:

The English Department is happy to support this proposal and would welcome students in the Certificate into the undergraduate and **graduate** English courses identified as electives.

Sincerely,

Ron Corthell

Ronald Corthell
Professor and Chair
Department of English
Kent State University
Kent, OH 44242
T 330-672-2676
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rcorthel@kent.edu

Yes, the 5/ indicate graduate level, here at FCS ;)

From: DEVINE, MARY ANN
Sent: Friday, November 07, 2008 2:35 PM
To: Dellman-Jenkins, Mary
Subject: RE: course elective approval

Thanks Mary. May we use these courses at the graduate level as well?

From: Dellman-Jenkins, Mary
Sent: Thursday, November 06, 2008 3:42 PM
To: DEVINE, MARY ANN
Subject: RE: course elective approval

Dear Mary Ann,
Thank you for integrating our HDFS courses (5/44020 and 5/44021) into the Certificate in Disability Studies and Community Inclusion.
Please consider this email documentation that HDFS faculty members approve your request.

Mary Dellmann-Jenkins
Director, School of Family and Consumer Studies

David Odell-Scott, Chair of Philosophy, just emailed me back. He supports the inclusion of PHIL 21001 in the Disability Certificate.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

Dear Dr. Devine,

The purpose of this message is to approve your request to incorporate RPTM 36040 and PEP 45037 as electives in the Certificate in Disability Studies and Community Inclusion.

Wayne W. Munson, Ph.D.
Professor and Director
School of Exercise, Leisure and Sport
College and Graduate School of Education, Health, and Human Services
Kent State University
Kent, OH 44242

Folks,

I can't be sure that you've received a response from SPED before now. I remember writing it, but I can't find it so I want to follow-up.

The SPED faculty were challenged by the proposal as the courses identified had pre-requisites that posed a problem for us. Here's an alternative that we can live with.

1. Take Intro to Exceptionalities 23000 or 63200 first
2. Then take Characteristics MM 5/43050 or MI 5/43051 or Transition 5/43070 or CBM 1 5/43030
3. Deaf ed asks that you instead consider 5/43309 Intro to Deaf Culture

Lyle (Barton, Educational Foundations and Special Services)

Hi Mary Ann,

Anthropology reports that due to issues with faculty staffing they will not be offering ANTH 38240 Culture and Personality regularly. They suggested we look to Psychology for a Social Psychology course. PSYC 5/41532 Social Psychology (prerequisite PSYC 11762) is offered every fall and spring. Anthropology does plan to continue offering ANTH 5/48259 Culture and Curing (prerequisite ANTH 18210) regularly. Both departments support the inclusion of their undergraduate and graduate courses in your proposed certificate.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

Mary,

Based upon feedback from College of Business Administration faculty, we support your use of BUS 10123 (instead of BMRT 11000), MKET 35035 and MIS 24053 in your curriculum for the certificate.
Liz Sinclair

I wanted to follow up with you regarding your proposed certificate on Disability Studies and Community Inclusion. I sent an email to all the Arts and Sciences departments that had courses listed as possibilities. To date I have heard back from three departments. Sociology approves the inclusion of their undergraduate courses but would like to remind you that SOC 12050 is a prerequisite for the 30000-level courses. Political Science approves the inclusion of undergraduate and graduate courses but POL 40320 requires POL 10300 as a prerequisite. The correct title of POL 10301 is Diversity in American Public Policy. Biological Sciences suggests that a different sequence might serve the needs of your students better. They suggest BSCI 20020 Biological Structure and Function, BSCI 30030 Human Physiology, and BSCI 30050 Human Genetics. The course you proposed and its prerequisites are for BSCI majors and Elements of Genetics is considered one of the two most difficult courses in the department.

I have not heard back from Justice Studies, Philosophy, Anthropology and English. I'll email those Chairs again.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

Mary Ann-We are pleased to support your effort in forming this certificate and you may include HED 57091 Current Issues in Health Education and Promotion; HED 64050 Health Behavior; HED 64051 Biobehavioral Aspects of Disease. Thank you

Don Bubenzer, Chair
Department of Adult, Counseling, Health, and
Vocational Education
Professor, Counseling and Human Development Services
College of Education, Health, and Human Services

Justice Studies approves the use of JUS 26074 your proposed certificate. The other course (JUS 38002) is used in the Paralegal Studies program and I have contacted Hedi Nasheri to request her approval. I'll let you know when I hear back from her.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

I have reviewed the proposal carefully. The PLST course in Ethics that they have suggested is a logical course for this certificate, however, the other PLST course which will be very relevant to the topic is Administrative Law and Process, JUS 38003. This course directly relates to the issues of disability and inclusion, the various government agencies that address issues related to fair employment, housing and other related topics are discussed in this particular course. It would be wise to add this course to their curriculum for this certificate. Both these courses can be taken by these students as electives. The students pursuing this certificate will be exempt from taking the prerequisite courses since they will not be pursuing a paralegal major or minor and will not be practicing paralegals. However, some students may find these courses challenging without having had any exposure to JUS 18000 the intro class. Let me know if I have answered your question.

Best, Hedi

Mary Ann: The School of Communication Studies has reviewed the proposal for the Certificate Program in Disability Issues and approves including the following courses from our school as electives in the program:

- COMM 35821 Intercultural Communication
- COMM 4/55459 Communication and Conflict
- COMM 4/55960 Health Communication
- COMM 26000 Criticism of Public Discourse

Thank you for considering Communication Studies courses in this new curriculum. If I may be of additional assistance, please advise. Rozell Duncan

Rozell R. Duncan, Ph.D.
Assistant Professor, Advisor and
Undergraduate Coordinator
School of Communication Studies
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November 4, 2008

Dr. May Ann Devine, CTRS
School of Exercise, Leisure and Sport
Kent State University
Kent, OH 44242

Dear Professor Devine:

On behalf of the College of the Arts and at the request of Professor Barbara Verlezza, I write to endorse the inclusion of the following courses for the Disability Studies/Community Inclusion Certificate. Also listed is the name of each school, program director, or contact professor.

College of the Arts

Courses for Inclusion in Disability Studies/Community Inclusion Certification Program

School of Theatre and Dance, Cynthia Stillings, Director

- THEA 61094 College Teaching in Theater (Graduate Course)/topic within course.
- Special Topics – Approval when appropriate and relevant.

School of Theatre and Dance, Andrea Shearer, Dance Program Director

- DAN 27076 Dance as an Art Form (LER Fine Arts Course) (3)/topic within course.
- DAN 27057 Dance for Children (Dance Education course) (3)/topic within course.
- Special Topics – Approved when appropriate and relevant.

School of Fashion Design and Merchandising, Dr. Elizabeth Rhodes, Director

- Special Topics – Approved when appropriate and relevant.

School of the Art, Dr. Christine Havice, Director

- ARTE 41002 Art Education: Methods and Materials (3)/1 out of 3 credits is dedicated to methods of adaptive art.
- ARTE 41003 Art Education: Field Experience (3)/hands-on teaching experience in different sites, such as detention centers, center for students with special needs, etc.
- Special Topics – Approved when appropriate and relevant. Contact Professor: Dr. Robin Vande Zande

School of Music, Dr. Denise Seachrist, Interim Director

- ST: MUS 40295: Music in Special Education (Graduate Special Topics Course).
Student must meet requirements of pre-service music teachers (i.e., ability to read/sight-read music).
- Special Topics – Approved when appropriate and relevant. Contact Professor: Dr. Linda Walker

Sincerely,


Timothy J.L. Chandler
Dean

College of the Arts
Office of the Dean

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