February 27, 2008

Dear Dr Blackwell,

Enclosed, please find supporting materials for our request for change in delivery of the Graduate Certificate in Developmental Disabilities to include distance learning via Blackboard. This Graduate Certificate began in 2001. Since that time, nearly 60 students have completed coursework in this specialized area of academic study. We have seen growth in interest and participation by students over the past six years. Addition of a distance learning method of delivery will enable us to offer the Certificate statewide, seeking out professionals in the field who are unable to participate in a traditional classroom setting due to their job obligations, but who could benefit tremendously from new knowledge of the realm of developmental disabilities.

We have strong ties with the Teaching and Academic Support Center, staff and professors knowledgeable in distance education, and a strong desire to take this Certificate to the “next level” while still maintaining our on campus courses. If further clarification is needed, please don’t hesitate to contact me at 257-8104 or Kathy.sheppard-jones@uky.edu

Sincerely,

Kathy Sheppard-Jones, PhD, CRD
Preservice Training Director

Enc: Request for Change
Background
Affiliate Faculty
Coursework Diagram
Course Descriptions
Letter of Support, KY DMHMR Commissioner
January 11, 2007

Dr. Jeannine Blackwell
Dean, Graduate School
102 Gillis
University of Kentucky
Lexington, Kentucky 40506-0033

Dear Dr. Blackwell:

I am writing in support of the Human Development Institute’s application for an on-line Certificate in Developmental Disabilities Leadership. One of our highest priorities is the development of a well qualified workforce to serve individuals with Intellectual and Developmental Disabilities and co-occurring disorders.

Kentucky’s service system for individuals with Developmental Disabilities consists of fourteen Community Mental Health Centers and 141 Supports for Community Living Medicaid Waiver Providers. More than 5,000 individuals receive services through these programs each year. Services include case management, therapies, day activities, supported employment, and residential options. The need for well trained staff to work in these venues cannot be overemphasized. Each agency typically employs at least several individuals with bachelors degrees in human services, as this is a minimum requirement for Executive Directors, case managers and therapists. The development of an on-line course would be particularly convenient since provider agencies and staff are dispersed throughout the Commonwealth, and attending on-campus classes is time prohibitive for many individuals.

Thank you for your consideration of the Human Development Institute’s application.

Sincerely,

[Signature]

John M. Burt, Ed.D
Commissioner
Request for Change in Delivery of Graduate Certificate

The Interdisciplinary Human Development Institute – A University Center for Excellence at the University of Kentucky, began offering a Graduate Certificate in Developmental Disabilities in the Fall Semester, 2001. The purpose of this Graduate Certificate is to prepare professionals from a broad range of disciplines to play a leadership role in providing services and supports for people with developmental disabilities and their families. The curriculum emphasizes a life span and interdisciplinary perspective. Students also have the opportunity to participate in a practicum and learn directly from individuals with developmental disabilities and their families.

The certificate is now preparing to expand the audience to professionals working throughout the state of Kentucky who would benefit from further training in the area of developmental disability, but aren’t able to attend class on campus. Offering the Certificate via distance learning will allow the flexibility necessary to expand the reach of the certificate to working professionals both within Kentucky and around the nation.

The need and interest in academic recognition for continuing education in developmental disabilities is great. Directors of agencies that provide community services for individuals with developmental disabilities in Kentucky must have a minimum of a Bachelor’s degree. Leadership of the Kentucky Department of Mental Health/Substance Abuse & Mental Retardation are highly supportive of this effort (see Commissioner’s letter of support). Additionally, employees of Kentucky Protection & Advocacy, Kentucky Council on Developmental Disabilities, Kentucky Office of Vocational Rehabilitation, Kentucky Office for the Blind, and Kentucky Department of Education all serve people with developmental disabilities. These networks exist in every state in the country, along with University Centers on Excellence in Developmental Disabilities. If the change in delivery is approved, Kentucky will be the only state offering this Certificate via distance education.

As with the on-campus delivery of the Certificate, ten or eleven credit hours, depending on the elective chosen by the individual student, will be required for the Certificate. The courses will be modified for accessible online delivery through blackboard using video of content experts and a corresponding powerpoint presentation. The students of the certificate will access the materials through the Blackboard website. There will be weekly
requirements for posting responses to the material on the Blackboard discussion boards. This interactive feature allows an interaction with classmates and instructors regarding the weekly content. In addition, instructors will work with students to develop practicum experiences at their agency which will enhance their learning and be individualized to meet relevant work needs.

The following courses are required for the Certificate:

- HDI 600-Interdisciplinary Approaches to the Needs of Persons with Developmental Disabilities and Special Health Care Needs
- HDI 602-Interdisciplinary Supports
- HDI 604-Interdisciplinary Leadership Seminar
- HDI 603-Interdisciplinary Supports Practicum

In addition to the HDI courses, two or three hours of elective coursework will also be required: either HDI 601-Interdisciplinary Approaches to the Needs of Persons with Developmental Disabilities and Special Health Care Needs: Practicum, HDI 605 or an elective from outside of HDI-listed courses.

The certificate director has experience developing and delivering coursework through distance learning for the Department of Special Education and Rehabilitation Counseling. In addition, the preservice distance learning coordinator has technology experience to enable efficient conversion of existing HDI courses to Blackboard. All participating faculty will receive training and information for the appropriate delivery of the course content and information. Materials will be reviewed to ensure that materials being used are applicable and relevant. Collaboration with Teaching and Academic Support Center (TASC) to upload content and provide technical assistance will enable a smooth pathway to online learning for students taking Certificate coursework via Blackboard.

Students will be provided with technical support as needed. They will be responsible for attaining admission to the University of Kentucky in a post-baccalaureate status. This student status will allow them access to the university library and its resources.
**Affiliate Faculty**

Kathy Sheppard-Jones, PhD (Certificate Director)  
Preservice Training Director, Human Development Institute  
Adjunct Associate Professor, Department of Special Education & Rehabilitation Counseling

Harold Kleinert, EdD  
Executive Director, Human Development Institute  
Adjunct Associate Professor, Department of Special Education & Rehabilitation Counseling

Judith Page, PhD  
Professor, Division of Communication Disorders  
Chair, Department of Rehabilitation Sciences

H Thompson Prout, PhD  
Professor, Department of Educational and Counseling Psychology

Gilson Capilouto, Phd  
Assistant Professor, Division of Communication Disorders

Jane Kleinert, PhD  
Assistant Professor, Division of Communication Disorders

Marlene Huff, PhD  
Associate Professor, Department of Pediatrics

Neel Soares, MD  
Developmental Pediatrics, Department of Pediatrics

Michael Smith, PhD  
Assistant Dean for Administration and Finance, College of Public Health

Debra Harley, PhD  
Chair and Professor, Department of Special Education & Rehabilitation Counseling
Background

The Graduate Certificate in Developmental Disabilities was created in 2001 to address several pressing needs.

The Human Development Institute, a University Center for Excellence in Developmental Disabilities Education, Research and Service, focuses its efforts on improving lifelong opportunities and services for individuals with disabilities, their families and the community. A major component of this effort is on preservice training. The Graduate Certificate in Developmental Disabilities is our primary means of accomplishing this goal. Additionally, this Certificate enables HDI to adhere to the teaching mission of the University.

The Developmental disabilities Assistance and Bill of Rights Act (P.L. 106-402) defines the purpose of University Centers for Excellence in Developmental Disabilities Education, Research and Service, like HDI, to “Provide interdisciplinary preservice preparation of students and fellows, continuing education for individuals who support or assist individuals with developmental disabilities and their families, community and family education, technical assistance, and model demonstration activities; to conduct applied research and policy analysis; disseminate information and research findings, and policy analyses.”

The Graduate Certificate in Developmental Disabilities provides a graduate level, interdisciplinary education for those individuals who wish to enhance their knowledge, skills and attitudes in the area of developmental disabilities. Most important, the Graduate Certificate provides a truly unique opportunity for graduate students from a variety of academic disciplines to pursue advanced education and research in this important field of study and professional practice.

Since 2001, we have had 59 graduate students at the University participate in our Certificate coursework. We have secured federal funding to provide student stipends for students who participate in the Certificate.
DISTANCE EDUCATION

- Policy Statement -

Definition of Distance Education

For the purposes of the Commission's accreditation review, distance education is defined as 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. A distance education course may employ correspondence study, or audio, video, or computer technologies.

Policy

Institutions must ensure that their distance education courses and programs comply with the Principles of Accreditation. The referencing of the particular requirements listed in this policy does not imply that they are the only requirements of the Principles that apply to distance education. This policy applies to degree and certificate programs and their courses.

Curriculum and Instruction

Programs and courses provide for timely and appropriate interaction between students and faculty and among students. (CS 3.4.5)*

The faculty assumes responsibility for and exercises oversight of distance education, ensuring both the rigor of programs and the quality of instruction. (CS 3.4.1 and CS 3.4.12)

The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students. (CS 3.4.12)

There is currency of materials, programs, and courses. (CS 3.5.3 and CS 3.6.4)

Distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products. (CS 3.2.14)

Faculty support services are appropriate and specifically related to distance education. (CS 3.4.9)

Faculty who teach in distance education programs and courses receive appropriate training. (CS 3.7.3)

*Citations refer to the Principles of Accreditation: Principle of Integrity (PI), Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR).
Admission and recruitment policies and decisions take into account the capability of students to succeed in distance education programs. (CS 3.4.3)

Comparability of distance education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction. (CS 3.3.1)

The integrity of student work and the credibility of degrees and credits are ensured. (PI 1.1, CS 3.4.6, CS 3.5.3, and CS 3.6.4)

Library and Learning Resources

Students have access to and can effectively use appropriate library resources. (CS 3.8.2 and CR 2.9)

Course requirements ensure that students make appropriate use of learning resources. (CS 3.8.2)

Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs. (CS 3.8.1 and CS 3.8.2)

Student Services

Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling. (CR 2.10)

Students have an adequate procedure for resolving their complaints. (CS 4.5)

Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students. (PI 1.1 and FR 4.6)

Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed. (CS 3.4.12)

Facilities and Finances

Equipment and technical expertise required for distance education are available. (CS 3.4.12)

Long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education program. (CS 3.3.1, CS 3.8.3, and CS 3.11.3)

Adopted: Commission on Colleges, June 1997

Updated in accord with the revised Principles, December 2006