

ZSEIFS APPLICATION REQUIREMENTS

REQUIRED MATERIALS (to be included along with application-as a word document, 12pt font, Times New Roman or Calibri):

- ✓ Current CV, including complete list of publications
- ✓ Bibliography of five (5) seminal works in your field focusing on the target country that you would recommend to your fellow participants. Please include an explanation of the relevance of each work selected in relation to your discipline.
- ✓ After you have explored the websites for University of Limpopo, University of Western Cape, and Nelson Mandela Metropolitan University, list at least three faculty you wish to contact and provide an explanation of how each will fit into your goals for the ZSEIFS.

OBJECTIVES OF THE ZSEIFS:

- To provide an opportunity for faculty to engage in an interdisciplinary dialogue centering on the target country/region.
- To encourage the creation of new courses, modules in existing courses, and occasional assignments and references in the full spectrum of courses as a result of this experience.
- To encourage strengthening of existing or development of new international partnerships for research, teaching, or exchange.
- To internationalize curriculum, especially freshman/sophomore Colonnade Courses, by offering faculty members in-country experience and the opportunity to develop country specific examples, lectures, modules, etc.

AS THEY RELATE TO THE IYO:

- To position a core group of faculty members to successfully lead their respective colleges and the WKU campus in engaging with the selected country/region.

ZSEIFS APPLICATION QUESTIONS

Please provide answers to the following questions. You may type or paste your answers immediately below the questions.

Campus Internationalization

How have you, whether through your research, teaching or co-curricular programming, contributed to the internationalization of this or other campuses of which you have been a part? How will participation in the ZSEIFS expand/enhance your contributions at WKU? What other internationalization activities/engagement/programming do you plan to pursue (NOT related to the International Year of Country) resulting from the ZSEIFS?

Languages Abilities

If you speak, read or write a modern language (other than English), please list both the language(s) and your level of fluency (fluent, moderate, passive) in the areas of reading, writing, and speaking.

International Experience

Have you traveled to/visited other countries? If so, please list the countries and the approximate duration of your stay. Also, please indicate if travel was for work or personal.

If you have previously traveled abroad for professional reasons, why is it important for you to participate in this ZSEIFS?

ZSEIFS GOALS AND PROGRESS REPORT

Please fill out the first row of each section as part of the application process. Upon acceptance to the ZSEIFS, you will be asked to provide updates on these goals 60 days post- ZSEIFS, 12 months post-ZSEIFS, and 3 years post-ZSEIFS.

Refer to the **Objectives of the ZSEIFS** listed under Application Requirements as a guide for developing your individual goals.

Seminar Goals: Describe your goals for the ZSEIFS. How will your participation in the ZSEIFS contribute to your teaching, research, service, and/or co-curricular programming?

GOAL 1:

APPLICATION	Goal 1: Create an ongoing relationship with at least three professors and leaders in special education in South African universities
60 DAYS POST -SEMINAR	Goal 1:
12 MONTHS POST-SEMINAR	Goal 1:
3 YEARS POST-SEMINAR	Goal 1:

GOAL 2:

APPLICATION	Goal 2: Identify research partners with at least one professor in South African universities
60 DAYS POST -SEMINAR	Goal 2:
12 MONTHS POST-SEMINAR	Goal 2:
3 YEARS POST-SEMINAR	Goal 2:

GOAL 3:

APPLICATION	Goal 3: Fully develop my understanding of special education in South Africa and how it parallels and diverges from the United States.
60 DAYS POST -SEMINAR	Goal 3:
12 MONTHS POST-SEMINAR	Goal 3:
3 YEARS POST-SEMINAR	Goal 3:

Course Enrichment: Please list the courses you teach regularly, how often you offer them, which semesters you will teach them in AY15-16, and how you plan to infuse them with target country content.

COURSE: SPED 432 OFFERED: one time a semester ☒ FALL 15

☐ SPRING 16

APPLICATION	include module and assignments on the policies of applying a behavioral framework to education in the US and international countries (to include in large part South Africa)
60 DAYS POST -SEMINAR	
12 MONTHS POST-SEMINAR	
3 YEARS POST-SEMINAR	

COURSE: SPED 433 OFFERED: one time a semester ☐ FALL 15

☒ SPRING 16

APPLICATION	include module and assignments on national and international views of creating an overarching behavioral system within a school
60 DAYS POST -SEMINAR	
12 MONTHS POST-SEMINAR	
3 YEARS POST-SEMINAR	

COURSE: Sped 518

OFFERED: one time a semester ☒ FALL 15☐ SPRING 16

APPLICATION	Add content in multiple modules about current national and international trends in special education.
60 DAYS POST -SEMINAR	
12 MONTHS POST-SEMINAR	
3 YEARS POST-SEMINAR	

International Year Of... : Please describe the way(s) in which you plan to contribute to the IYO Calendar.

APPLICATION	I will hold at least two campus-wide presentations comparing the role of people with disabilities in US and South African society to be open to students and faculty
60 DAYS POST -SEMINAR	
12 MONTHS POST-SEMINAR	
3 YEARS POST-SEMINAR	

APPLICATION	I will use technology to connect South African professors to Kentucky to discuss educational policies.
60 DAYS POST -SEMINAR	
12 MONTHS POST-SEMINAR	
3 YEARS POST-SEMINAR	

APPLICATION	I will assist in organizing and hosting one guest to speak to the WKU campus
60 DAYS POST -SEMINAR	
12 MONTHS POST-SEMINAR	
3 YEARS POST-SEMINAR	

I am interested in pursuing the faculty seminar in South Africa, because I think it provides both a unique perspective of our own successful and failed policies in special education in the United States and the ability to be involved in the beginning phases of an inclusive education model in South Africa. The adoption of an inclusive model of education in the United States and South Africa were both due to larger societal and political views that changed drastically over three decades. There are three government issued policies—one issued by the United Nations, one by the United States, and one by South Africa—that are important to read to understand the conceptual underpinnings of a national and international inclusive education policy.

The United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) identifies the need for all countries to have a clearly stated policy on inclusive education. The report states that the policy should be understood both on a national and local level. It delineates the importance of an overarching system to support countries as the idea of educating students with disabilities in their regular schools was consistently viewed as an important component of society. The report discusses many larger societal views of educating in inclusive settings, but remains flexible about how this would be done so it could be adapted to different cultures.

In the United States, providing an inclusive education is considered as educating a student in their least restrictive environment (Individuals with Disabilities Education Act, IDEA, 2004). IDEA (2004) ensures that all students have the right to a free, appropriate education. For students with disabilities, this means having access to the general

education setting and curriculum. In South Africa, the White Paper (2001) is a government issued vision and plan for how South Africa will adopt a full inclusion model of special education. The White Paper (2001) addresses both how special education will look in South Africa and the steps needed to train teachers to teach within an updated model. The White Paper (2001) clearly links the rights of students with disabilities to the South African Constitution (RSA Constitution, Act 108 of 1996, sec. 29:1). It states that education is a right and needs to be freely available to all learners. This document discusses the ultimate goal of providing special education within a student's regular school, but also states that the first step would be improve specialized schools (schools designed for students with disabilities). Funding and resources would be spent on providing resources and training for teachers in the specialized schools.

In attempting to implement an inclusive model of special education in South Africa, Prinsloo (2001) identified a number of barriers. Some of these barriers mirror difficulties identified in the United States and other countries; however, some of the barriers are specific to the political and cultural climate of South Africa. For example, in South Africa, special education rights are extended to students who have experienced "circumstantial problems," such as being in a low socio-economic status; whereas in the United States having difficulty in school solely because of external factors excludes a child from receiving special education. Prinsloo (2001) outlines each of the barriers facing South African adoption of special education. He then proposes a plan for how overcome each of the barriers which includes nine phases, starting with providing a background of special education and ending with the development of an individual education plan (IEP).

Weeks (2001) adds to many of the points mentioned by Prinsloo (2001), but focuses on providing inclusive education educate students with significant behavior problems in school settings. He points out that consistent problem behavior can be disruptive to the classroom environment, thereby negatively impacting all students in the classroom. Weeks (2000) proposes that these behavior problems occur because teachers are not adequately prepared to assess or work with students with significant behavior problems. He states many problem behaviors occur because the teacher does not meet the emotional needs of the child. One potential reason for this is that the South African educational system has been in turmoil with drastically different policies and procedures and teachers are confused about what their expectations are. Many teachers do not have confidence in their own teaching ability and are therefore not equipped to appropriately work through significant behavior problems. He concludes a consistent educational policy and numerous teacher trainings are necessary for teachers to successfully address significant behavior problems in the classroom.

To further identify and examine similarities and differences of special education in South Africa and the United States, I am interested in meeting with Professor Mokgadi Molestane from the University of the Western Cape. She is the head of the department of educational psychology, which offers ACE special education program that focuses on training of current and future special educators. It would be interesting to compare the teacher preparation program we have at WKU with what they offer at UWC. There are three other faculty members and lecturers in this department that may have research interests that align with mine.

I am also interested in meeting with Professor Paul Webb in the School for

Education Research and Engagement at the Nelson Mandela Metropolitan University. Professor Paul Webb is the department head in the program that offers advanced and terminal degrees in Special Needs Education and Educational Management and Leadership. There are five other senior and junior faculty members or students in this department. Because it is focused on educational research, the faculty in this department may be interested in pursuing a joint research line on inclusive educational practices in the United States and South Africa.

References

- Individuals with Disabilities Act, 20, U.S.C. § 1400 (2004).
- Prinsloo (2001). Working towards inclusive education in South African classrooms. *South African Journal of Education*, 21 (4).
- South Africa (2001). White Paper No 6. Special needs education. Pretoria: Government Printer.
- United Nations Standard Rules on the Equalisation of Opportunities for Persons with Disabilities 1993. <http://www.inclusion.uwe.ac.uk>
- Weeks, E. H. (2001).. Behaviour problems in the classroom: a model for teachers to assist learners with unmet emotional needs. DEd thesis, Pretoria: University of SouthAfrica.