Disability Studies Certificate Program
(Graduate Level)

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DISABILITY STUDIES GRADUATE CERTIFICATE PROGRAM

1. **Date:** March 20, 2006 **Institution:** The University of Georgia
2. **Department/Division:** Institute on Human Development and Disability: A Center for Excellence in Disability Research, Education, and Service
3. **School/College:** College of Family and Consumer Sciences
4. **Level:** Graduate
5. **Proposed Starting Date:** Summer Semester, 2007

6. **Abstract:** Disability Studies Graduate Certificate Program

There are currently fifty-four million children and adults with disabilities in the United States, and one million in Georgia, making this group one of the largest minority groups in our country (2000 US Census). The United Nations estimates that 10% of the world's population has some type of disability (International Association for the Scientific Study of Intellectual Disability, 2004). Despite the prevalence of the experience, however, individuals with disabilities have not always been accorded the same human and civil rights guaranteed to other citizens. Historically, they have often been viewed as helpless objects of pity, or even threats to themselves or others. Most have been subjected to segregation in "special" schools or institutions, isolated from their families and communities for the purposes of education or rehabilitation.

The good news is that we are currently witnessing a significant paradigm shift in the ways people with disabilities are viewed and treated. Almost 50 years of advocacy and social activism have resulted in the Individuals with Disabilities Education Act, the Americans With Disabilities Act, and the landmark US Supreme Court "Olmstead Decision." More and more children and adults with disabilities are being included as members of our families and communities. Large institutions and other segregated settings are closing, and people with disabilities are claiming their rights to participate in every aspect of society – as family members, friends, students, co-workers, and fellow citizens.

While legislation and policy change at the national level have mandated social reform, much education is needed to affect real, meaningful change in social attitudes, policy, and practice. **The purpose of the Disability Studies Certificate program is to provide students at the University of Georgia with the knowledge, skills, and attitudes needed to become professionals and leaders capable of implementing change in attitudes, policy, and practice across the nation. These professionals will promote the true inclusion of individuals with disabilities as fully-participating members of our communities and nation, with all the rights accorded to every citizen.**

The completion of the Disability Studies Graduate Certificate Program will benefit students in multiple ways. Students from disciplines across campus will increase their marketability as professionals by having education focused on serving/interacting with the largest minority group in the US. These students will have the skills and attitudes needed to serve as leaders in affecting changes in policy and practice in their respective fields. Students in disability-related fields will increase their understanding of disability as a social issue and increase their capacity

to collaborate with professionals in multiple fields. Students with disabilities will have the opportunity to explore their identities as men and women with disabilities through the examination of disability as a social construct, with a raised awareness of their history and value as a cultural group.

The Disability Studies Graduate Certificate Program will be coordinated by the Institute on Human Development and Disability (IHDD): A Center for Excellence in Disability Education, Research, and Service. As a Center for Excellence, the IHDD is a member of the Association of University Centers for Excellence on Disability (AUCD), working with 60 other centers in every state and territory to promote the full inclusion of people with disabilities as fully participating citizens. It is the mission of the AUCD to advance policy and practice through research, education and service. Interdisciplinary Education Directors from each Center participate in a network designed to ensure student learning opportunities are consistent with the vision and values of our national association. There are currently 32 Disability Studies Programs in the United States.

Interdisciplinary Certificate Program Application
GRADUATE CERTIFICATE IN DISABILITY STUDIES

Institute on Human Development and Disability
College of Family and Consumer Sciences
The University of Georgia

II. Response to the Criteria for All Programs

1. The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.

A. **State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.**

The Institute on Human Development and Disability (IHDD) is a Center for Excellence in Developmental Disabilities Research, Education and Service within the College of Family and Consumer Sciences. Established at UGA in 1968 through funding from the Developmental Disabilities Act, the IHDD is one of the oldest continuously-funded federal program on campus. It is the mission of the IHDD to work with others to improve the lives of people with disabilities and their families. The IHDD advances the understanding of the ability of all people through education, research, and service.

As a Center for Excellence, the IHDD is a member of the Association of University Centers for Excellence on Disability (AUCD), working with 60 other centers in every state and territory to promote the full inclusion of people with disabilities as fully participating citizens. It is the mission of the AUCD to advance policy and practice through research, education and service.

There are currently fifty-four million children and adults with disabilities in the United States, and one million in Georgia, making this group one of the largest minority groups in our country (2000 US Census). The United Nations estimates that 10% of the world's population has some type of disability (International Association for the Scientific Study of Intellectual Disability, 2004). Despite the prevalence and common nature of the experience, however, individuals with disabilities have not always been accorded the same human and civil rights guaranteed to other citizens. Historically, they have often been viewed as helpless objects of pity, or even threats to themselves or others. Most have been subjected to segregation in "special" schools or institutions, isolated from their families and communities for the purposes of education or rehabilitation.

The good news is that we are currently witnessing a significant paradigm shift in the ways people with disabilities are viewed and treated. Advocacy efforts begun by the parents of children with disabilities in the 1950's resulted in the passage of the Education of All Handicapped Children Act (1975). This act was the disability equivalent of Brown v. Board of Education, mandating

the provision of free and appropriate education for all children with disabilities in the 'least restrictive environment" thereby allowing children to remain with their families in their own homes, schools, and communities rather than be institutionalized. The Individuals with Disabilities Education Act (IDEA, 1986) further expanded the rights and services for children in our schools.

While the Civil Rights Act of 1964 prohibited discrimination against people on the basis of sex or race, disability was not addressed. The men and women with disabilities who has received education thanks to the Education for All Handicapped Children Act thus began their own civil rights movement, culminating in the Americans with Disabilities Act (ADA), signed by President George Bush in 1990. At the signing on the White House lawn, President Bush declared, "Let the shameful wall of exclusion finally come down."

Two Georgians had a significant role in the removal of this wall through a landmark decision by the US Supreme Court in 1999. Lois Curtis and Elaine Wilson, who had lived for years in an Atlanta psychiatric institution, sued the State of Georgia, contending that it was a violation of their civil rights under the ADA to force them live in an institution when their treatment professionals agreed they could live very well in the community, with the needed supports. The 11th Circuit Court in Atlanta agreed, and the state then appealed to the US Supreme Court, which upheld the right of the women to receive the support they need to live in their homes and communities rather than in an institution. This Supreme Court decision, known as the "Olmstead Decision", has had a powerful effect across our nation on how people with disabilities are supported, requiring every state to develop a plan for transitioning citizens from institutions to supported community living.

Almost 50 years of advocacy and social activism have resulted in the Individuals with Disabilities Education Act, the Americans With Disabilities Act, and the landmark US Supreme Court "Olmstead Decision." More and more children and adults with disabilities are being fully included as valued members of our families and communities. Large institutions and other segregated settings are closing, and people with disabilities are claiming their rights to participate in every aspect of society – as family members, friends, students, co-workers, and fellow citizens.

While legislation and policy change at the national level have mandated social reform, much education is needed to affect real, meaningful change in social attitudes, policy, and practice. **The purpose of the Disability Studies Certificate program is to provide students at the University of Georgia with the knowledge, skills, and attitudes needed to become professionals and leaders capable of implementing change in attitudes, policy, and practice across the nation. These professionals will promote the true inclusion of individuals with disabilities as fully-participating members of our communities and nation, with all the rights accorded to every citizen.**

The Educational Objectives of the Disability Studies Graduate Certificate Program are:

1) Students will develop positive attitudes toward and comfort in interacting with individuals with all types of abilities and methods of communication,

2) Students will develop an awareness of the social construction of disability, the history of disability, and demographics,
3) Students will understand current best practice across disciplines related to people with disabilities, including language, policy, and practice,
4) Students will understand the challenges associated with participating in social change and implementing change in policy and practice,
5) Students will learn effective ways to advocate for needed changes, both within our society and human service delivery system,
6) Students will have the opportunity to learn from and with students and other individuals with disabilities, as peers, teachers, and mentors,
7) Students will apply knowledge through opportunities for service learning.
8) Students will broaden their professional opportunities to include disability-related fields,
9) Students will take the knowledge and skills gained into broader, non-disability related fields, such as law, journalism, business, and environmental design, and
10) Students will use the knowledge and skills to affect social change and policy change at the local, state, and national levels.

The goals and activities of the proposed Disability Studies Certificate Program address the Georgia Challenges identified in the UGA Strategic Plan:

- The challenge of workforce development
- The challenge of globalization, and
- The task of building "the good community."

Workforce development. Workforce development has been identified as one of the most important issues in disability. The disability-related human services field is currently experiencing a critical shortage of skilled professionals, and the demand is expected to increase 62% by 2010 (United Cerebral Palsy: Who Will Care Campaign, 2005). There is a vital need for direct care providers, supervisors, administrators, and policy makers who have the skills, attitudes, and motivation for supporting children and adults with disabilities to live full and meaningful lives in their own homes and communities.

In addition, the employment of people with disabilities is an equally-compelling need. People with disabilities have the highest unemployment rate than any other minority group, with only 30% of those who wish to work having employment (Joseph Shapiro, NPR, 2005). People with disabilities represent one of the greatest untapped labor resources in Georgia (Michael Thurmond, GA DOL, 2004).

The Disability Studies Certificate Program will contribute to workforce development for people with disabilities and those who serve them through increasing knowledge of and interest in these positions and increasing the knowledge and skills needed for these positions.
The IHDD has a contract with the US Department of Labor, Office of Disability Employment policy for the Jobs For All Project, designed to create models of employment for people with significant disabilities, as well as to affect systems change. Students in the program will have the opportunity to learn from and participate in this nationally-recognized employment project.

In addition to increasing the number of students who become professionals in disability-related fields, the Disability Studies Certificate Program will increase the marketability and capacity of students seeking careers in broader fields such as law, journalism, business, and literature.

Globalization. The United Nations estimates that 10% of the world's population has some type of disability and disability issues are strikingly similar across the world (International Association for the Scientific Study of Intellectual Disability, 2004). In recognition of the importance of addressing these issues, the United Nations Office of the High Commissioner for Human Rights has recently formed a Disability and Human Rights Committee in effort to strengthen the focus on disability issues across the globe. In follow-up to a report presented at the World Conference for Human Rights, the UN has committed to "place increased emphasis on the issue of disability, specifically by greater attention to the rights of people with disabilities (UN Economic and Social Council, 2002).

To further this commitment, the UN developed the Bilwako Millenium Framework for Action, and international agreement to develop an inclusive, barrier-free and rights-based society for persons with disabilities in Asia and the Pacific. Dr. Jenny Manders has received a 2006 UGA International Development Education Award (IDEAS) Grant to travel to Vietnam for the purposes of the development of service learning opportunities for UGA students as well as increasing the number of Vietnamese students at UGA who will study disability issues.

Thus, the Disability Studies Certificate Program would provide international students the opportunity to become leaders in the field, as well as provide US students the opportunity to learn about international issues. IHDD students have attended and presented at numerous international conferences. Most recently, four students on assistantships with the IHDD presented at the 2004 Conference of the International Association for the Scientific Study of Intellectual Disability in Montpellier, France.

Building the "good community." As described in the UGA Strategic Plan, the "good community" is one in which all Georgia citizens enjoy a high quality of life. For children and adults with disabilities, this means not just being *present* in the community, but being *fully and meaningfully included* in all aspects of community life – family, home, school, employment, civic activities, recreation, and worship. One of the hallmarks of a welcoming community is that the contributions of all citizens are recognized and valued. The Disability Studies Certificate Program will contribute to the development of this community through, not only building knowledge and skills, but also promoting a shift in attitudes toward people with disabilities so that the gifts of each individual are utilized and celebrated.

B. **Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.**

The Institute on Human Development and Disability (IHDD) is a unit of the College of Family and Consumer Sciences. The IHDD maintains a core of Faculty Fellows from a variety of disciplines. These Faculty Fellows are faculty members who have recognized expertise in disability-related issues in their respective fields, and also embrace the values and mission of the IHDD. Members meet regularly to direct the IHDD in the development and implementation of IHDD courses, seminars, and outreach activities. They serve as liaisons within their departments, and assist in student recruitment. The Faculty Fellows participate in IHDD educational activities as speakers, guest lecturers, and independent study instructors, as well as collaborate with the IHDD staff on grant proposals. The Faculty Fellows have participated the in planning of the Disability Studies Certificate Program over the past two years. Each of the elective courses in the proposed program are taught by an IHDD Faculty Fellow.

2. There must be a demonstrated and well-documented need for the program.

A. Explain why the program is necessary.

The Disability Studies Graduate Certificate Program will become part of a broad and powerful social change movement that is dramatically changing the way individuals with disabilities and their families are viewed and treated. While landmark legislation and policy change at the national level have mandated social reform, much education is needed to affect meaningful change in social attitudes, policy implementation, and service delivery in our communities.

We stand at the cusp of significant change in the knowledge and skills necessary to support people with disabilities in our communities. While traditional services and supports for children and adults with disabilities have been provided by "experts" in specialized settings, current best practice mandates that services now be controlled by people with disabilities and their families, and provided in same settings in which we all live, work, and play. As previously stated, the disability-related human services field is currently experiencing a critical shortage of skilled professionals, and the demand is expected to increase 62% by 2010 (United Cerebral Palsy: Who Will Care Campaign, 2005).

In addition to the need for educated professionals in the field of disability, we also need educated professionals in *all* disciplines who are aware of issues related to disability, are comfortable interacting with people with disabilities, and have the skills necessary to serve them. Because children and adults with disabilities have historically been segregated from our communities in specialized and isolated settings, many of us have not had the opportunities to have positive and meaningful interactions and relationships with those with differing abilities. Much of our experience has been based on misinformation and stereotypes. Education is needed to help us identify and eradicate such discomfort and bias.

As more and more children and adults with disabilities claim their rightful places in our communities, they are met by professionals who may not have had the opportunity to meet people with diverse abilities or develop the needed skills and attitudes. For example, in a survey of staff with the Georgia Department of Human Services, 100% of participants reported some

level of discomfort in interacting with people with all types of disabilities, including cognitive disabilities, physical disabilities, and mental illness (Manders, 1996). Implications for the effectiveness of services provided by those who feel uncomfortable interacting with people with disabilities are troubling.

Despite landmark legislation and policy change at the national level, 40% of US citizens with disabilities report studied report that things have not significantly improved for them in the past 15 years. Thousands continue to be isolated in segregated services such as group homes, institutions, and sheltered workshops. Three out of four Americans with disabilities are not working, yet 80% of those individuals want to work. Clearly, much education is needed to affect meaningful change in social attitudes and actual policy implementation.

This isolation is also apparent in the academic community. Dr. Gerben DeJong, Director of the MidAtlantic Research Institute on Disabilities in Washington, DC, states, "For too many years, disability issues were considered the exclusive province of the rehabilitation or special education programs" (p.56). While such programs are critical to the development of trained educators and service providers, a broader approach to the study of disability is needed, one that encompasses all of the many fields that impact the lives of people with disabilities and one which trains independent and critical thinkers needed to affect change in attitudes, policy, and practice.

Similar to African-American and Women's Studies, Disability Studies programs are grounded in the civil rights movement. It is based on the idea that, as members of the largest minority group in the US, and one which has historically been marginalized and oppressed, people with disabilities share a history, a culture, and desire for social, political, and economic self determination (Bryen, 1996). The content of Disability Studies includes history, literature, political science, sociology, law, and economics. Potential students include those from the traditional professions (e.g. special education, rehabilitation, and social work), but also includes students from virtually every discipline.

Disability Studies conceptualizes the construct of disability as an interaction between an individual and the environment rather than simply a defect in the individual (Hahn, 1985). It presents disability as a natural part of human existence rather than a tragic aberration that needs "fixing" or eradication. Disability Studies reframes disability through the use of a minority group model to define it as a social construct rather than an individual characteristic. It maintains that it is our social attitudes and public policy that are in need of "fixing" and our students as future leaders who can best bring about such change. People with disabilities themselves are seen as the experts and teachers who should direct this education.

The opportunity for scholarly work in an area that is currently impacting significant social change is both rich and broad. Topics of much-needed research include, but are certainly not limited to: Impacting attitudes toward people with disabilities, implementing change in policy and practice, cross-cultural issues in disability, prevalence of disability, legal rights, program evaluation, health, education, employment, sexuality, advocacy, and family support. Opportunities for publication of scholarly work are many. In addition to the journals in disability-related fields such as special education and vocational rehabilitation, studies related to disability have been published in the areas of history, women's studies, literature, journalism,

law, business, social work, sociology, child and family development, gerontology, and psychology. There is also a well-established and growing number of journals specifically related to Disability Studies, such as:

Disability and Society
Disability Studies Quarterly
Disability, Culture, and Education
Women and Disability
Sexuality and Disability

There are currently 32 Disabilities Studies Programs in North America which offer certification, minors, or graduate and undergraduate degrees:

Medaille College, Buffalo, NY	Disability Studies Certificate (undergraduate)
University of Delaware	Interdisciplinary Minor in Disability Studies (undergraduate)
University of Texas	Portfolio Area in Disability Studies
Ryerson Univ., Toronto	B.A. in Disability Studies
Suffolk University, Boston	MPA, DS Concentration
Columbia University	Disability Studies Program
National-Louis Univ., Illinois	Disability and Equity Doctoral Program
Northern Arizona University	Graduate Certificate in Disability Studies
Syracuse University	Certificate of Advanced Study in Disability
Temple University	Graduate Certificate in Disability Studies
University of Kansas	Doctoral Concentration in Family and Disability
University of Massachusetts	Doctoral Concentration in Disability Policy
University of Minnesota	Certificate in Disability Policy and Service Policy
University of Illinois	M.S. in Disability and Human Development, M.S. in Disability Policy and Organization Ph.D. in Disability Studies
Gallaudet University	B.A./Minor/M/A. in Deaf Studies
Hofstra University	Dept. of English, Minor in Disability Studies
Ohio State University	Disability Studies Minor
University of California-Berkeley	Concentration in Disability Studies
University of Missouri	Interdisciplinary Leadership Certificate in Disability Studies
University of Toledo	Disability Studies Program, B.A. in Disability Studies
University of Washington	Disability Studies Minor
University of Manitoba	Interdisciplinary M.A. in Disability Studies
University of Michigan	Minor in Disability Studies
York University	M.A .in Critical Disability Studies
University of Wisconsin	Disability Studies Initiative
University of Hawaii	Interdisciplinary Certificate Program
University of Maine	DS Concentrations (graduate and undergraduate)
University of Arkansas	Specialization in Disability Public Policy
University of Nebraska	Interdisciplinary Education in Devel. Disabilities

State University of New York	Disability Studies Concentration, School of Health
Washington State	Undergraduate Minor

The completion of the Disability Studies Certificate Program will benefit students in multiple ways. Students from disciplines across campus will increase their marketability as professionals by having education focused on serving/interacting with the largest minority group in the US. These students will have the skills and attitudes needed to serve as leaders in affecting changes in policy and practice in their respective fields. Students in disability-related fields will increase their understanding of disability as a social issue and increase their capacity to collaborate with professionals in multiple fields. Students with disabilities will have the opportunity to explore their identities as men and women with disabilities through the examination of disability as a social construct, with a raised awareness of their history and value as a cultural group.

B. In addition, provide the following information:

1. ***Semester/Year of Graduate Program Initiation:*** Summer, 2007
2. ***Semester/Year of Full Implementation of the Program:*** Summer, 2007
3. ***Semester/Year First Certificates will be awarded:*** Summer, 2008
4. ***Annual Number of Graduates expected:*** Four to six graduates per year in first three years of the program.
5. ***Projected Future Trends for numbers of students enrolled in the program:*** Ten graduates per year after first three years.

3. There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.

A. Provide documentation of student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

The IHDD was approved to teach five courses under the IHDD prefix in 2003. Since this time, 174 students have participated in IHDD educational activities, including seminars, courses, independent studies, assistantships, and practica/internships. Schools and departments represented include:

Social Work	Special Education
Psychology	Recreation and Leisure Studies
Journalism	Therapeutic Recreation
Computer Science	Communication Sciences and Disorders
Elementary Education	Child and Family Development
Educational Psychology	Law
Adult Education	Housing and Consumer Economics
Pharmacy	Business
Sociology	

The classes offered by IHDD have been met with interest, enthusiasm, and enjoyment, as evidenced by the following comments from a survey of 82 students enrolled in IHDD classes in 2005-06:

~ *I am getting my Master's and I haven't ever heard about the disability movement and other things we learned in the seminars. I haven't gotten this anywhere else. (IHDD Core Seminar)*

~ *This class helped me re-think about how I want to provide services and what kind of help I want to give. I am changing my major as a result of being in this class. (IHDD4000/6000: Critical Issues in Disability Studies)*

~ *As a journalism student, I understand the power of language, but I didn't know how to write about disability. I knew there were words that were no longer used, like retarded, crippled, insane, and mongoloid, but I didn't understand the reasons for changing the terms, or what terms to use instead. I am giving a presentation in one of my journalism classes on the information I got in this class. (IHDD 5720/7720: Advocacy Practices in Disability)*

~ *In this class, everything was new. I had never thought about some of the things we read about and discussed. (IHDD 4000/6000 Critical Issues in Disability Studies)*

~ *The best thing about this class was meeting the presenters with disabilities. I have never met anyone that had lived in an institution before. Now I want to go to the Capitol and work to make sure no one like Mr. Duval ever has to live in one again!(IHDD 5720/7720 : Advocacy Practices in Disability)*

~ *I learned how other professions work with people with disabilities and who to contact when I have a question. I also learned to focus on the strengths of people instead of what they cannot do. We are all pretty much the same when you get right down to it. (IHDD 5970/7970: Interdisciplinary Collaboration in the Context of Disability)*

~ *This class should be a requirement. Disability is really just about diversity, but we don't usually think about it like that. (IHDD 4000/6000: Critical Issues in Disability Studies).*

When asked if students in other disciplines would benefit from learning about disability, 96% responded positively. Information or experiences identified as most useful to them included understanding the value of diversity, understanding people who are different, not being nervous about talking to a person with a disability, being more effective on the job, and identifying a career. **61% percent of the 84 students surveyed in 2005-06 indicated they would be interested in enrolling in a certificate program.** Student comments regarding the need for a Disability Certificate Program include:

~ *Interdisciplinary collaboration has become increasingly important. Students need more opportunities to collaborate during our formal education in order to incorporate this into our formal practice in out professions. I feel this collaboration would improve communication and understanding across disciplines. This certificate program would better prepare students for careers with a comprehensive understanding of issues surrounding disabilities.*

~ *I entered Grady College as a Master's student last summer. Since I had a prior interest in health writing I chose to take Disability Advocacy. The class ended up guiding my entire graduate coursework. I decided to focus my Master's thesis on the media coverage of disability issues. It would definitely be in the University's best interest to offer a Disability Studies Certificate to students. Not only is the subject worthy of being studied, but the professors, courses, and entire department are amazing.*

~ *My personal experience taking an IHDD class increased my awareness of the disability community. Such an interest let me to my internship at the Shepherd Center, a rehabilitation hospital for spinal cord injuries and acquired brain injuries, consistently ranked as one of the nation's leading catastrophic care hospitals. The internship has not only provided me with valuable experience toward my future career in communication, but has further opened my eyes as in individual – an individual with increased knowledge, acceptance, tolerance, and awareness……The Disabilities Certificate will equip students with the skills they need to become thinking, aware, and productive members of our society at large. To not provide such a program would be to marginalize the huge minority population of the disability community.*

~ *The opportunity to obtain a certificate in Disability Studies is of great interest to me. A certificate would recognize specialized study and allow future employers to acknowledge the qualifications gained through the experience. I feel an interdisciplinary certificate would bring students together for discussions from a variety of fields to help broaden perspectives and allow for greater insight.*

~ *The classes that I have taken at IHDD have been influential in changing my major…I believe that such a program [Disability Studies] would allow me to add a unique focus to my education that would equip me to pursue a professional strategy of advocacy and empowerment for people with disabilities.*

B. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

Minority student enrollment is expected to be equivalent to the proportion of minority students in the total student body. Minority student enrollment in previous IHDD courses, as defined by racial/ethnic group, is 15%. As previously discussed, people with disabilities comprise the largest minority group in the nation. Students with disabilities, however, are underrepresented on the UGA campus. The Disability Resource Center reports currently serving 1,200 students with disabilities. The existence of a Disability Studies Certificate Program is expected to increase the number of students with disabilities enrolling at UGA by serving as an indication that disability-related issues are recognized and honored, and providing an opportunity for advanced study.

4. The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.

1. Present a detailed curriculum outline of the program listing specific course requirements (to include program of study, course prefix, number, and title).

Each student will submit an application detailing academic achievement, professional experience, and specific areas of interest. Applications will be screened by the Program Coordinator, and those meeting the minimum requirements will for forwarded to the IHDD Faculty Fellows for review. Applications will be accepted on an on-going basis.

The program will be open to current graduate students in any discipline, as well as individuals who are post-baccalaureate but not currently enrolled in a graduate program. Students who are not in a graduate degree program must be admitted as non-degree graduate students to take courses for the certificate program. Students will be required to successfully complete 18 hours of coursework, three hours of which will be in the completion of a paper or project. There are no prerequisite courses.

All students will be required to successfully complete (Grade C or above) two introductory courses, Critical Issues in Disability Studies (IHDD 6000) and Interdisciplinary Collaboration in the Context of Disability (IHDD 7970). In Addition, students will successfully complete Directed Study in Disability Studies (IHDD 7010). The purpose of this independent study is to provide students opportunities for service learning with direct contact with people with disabilities and their families in settings relevant to the students' particular interests and fields of study. The additional required hours may be met by completion of three other IHDD courses or approved coursework in other departments (see list below).

** All POD courses have been approved through the participating departments for enrollment by Disability Studies Certificate Program students.*

Required courses taught within the Institute on Human Development and Disability (9 hours):

IHDD 6000 Critical Issues in Disability Studies (3 hours)
Current topics in the field of disability and their impact on the lives of children and adults with disabilities, as well as legislation, policy, and funding. Topics include assistive technology, early identification and intervention, parenting, sibling relationships, full inclusion in education, transition to adulthood, employment, choice and self determination, and aging.
(Offered every Fall, no POD)

IHDD 7970 Interdisciplinary Collaboration in the Context of Disability (3 hours)
The support of individuals with disabilities and their families through interdisciplinary collaboration. Team models, organizational aspects of interdisciplinary teams, individual roles, group diversity, and leadership issues are addressed. The importance of the inclusion and

meaningful participation of people with disabilities and their family members as team members is highlighted. (Offered Spring every other year, no POD)

IHDD 7010 Directed Study in Disability Studies (3 hours)
Provides students with a variety of learning experiences through the completion of prescribed activities in the areas of research, directed reading, product development, and/or direct service. May also include participation in IHDD Core Seminar Lecture Series. Core seminar lecture topics include the history of disability (setting the social and political context), advocacy for social change, full inclusion, and multicultural awareness. All Core Seminars are taught by recognized state and national leaders, approximately one third of whom have disabilities or are family members of children and adults with disabilities.
(Offered every semester, no POD)

Electives (9 hours):

IHDD 6002 Supporting Adults with Disabilities (3 hours)
Issues specific to adults with disabilities, with a special focus on individual choice and the strategies, supports, and resources needed for men and women with disabilities to achieve their goals. Topics include transition to adulthood, independent living, sexuality, friendship, leisure, employment, and family relationships. (Offered Spring every other year)

IHDD 7720 Advocacy Practices in Disability (3 Hours)
Describes the political, social, economic, and environmental barriers faced by people with disabilities, with a focus on effective strategies for change in social attitudes, policy, and legislation. Engages students as advocates in partnership with people with disabilities and their families. (Offered Summer every other year, POD)

IHDD 7010 Directed Study in Disability Studies (3hours)
Provides students with a variety of learning experiences through the completion of prescribed activities in the areas of research, directed reading, product development, and/or direct service. May also include participation in IHDD Core Seminar Lecture Series. Core seminar lecture topics include the history of disability (setting the social and political context), advocacy for social change, full inclusion, and multicultural awareness. All Core Seminars are taught by recognized state and national leaders, approximately one third of whom have disabilities or are family members of children and adults with disabilities.
(Offered every semester)

Special Education SPED 7100 Early Childhood Special Education. (3 hours)
Seminar in early childhood special education, including history of and rationale for early intervention from birth through age five, typical and atypical early development, family and diversity issues. (POD, offered every year).

Special Education SPED 8320. Laws Affecting Individuals with Disabilities. (3 hours)
Court rulings, legislative enactments, administrative regulations, and their impact on the function of general and special education in providing public education for individuals with disabilities. (POD, offered every year.)

Educational Psychology EPSY 8160 Special Topics in Educational Psychology
Seminar on Autism, Developmental Disabilities, and Mental Retardation. (3 hours)
Current methods of early identification, treatment approaches, and educational movements such as mainstreaming and the inclusion of children with disabilities. (Offered every year)

Physical Education PEDS 6610 Adapted Physical Education. (3 hours)
Methods of preparing meaningful, individualized movement experiences in an integrated setting. (POD, offered Fall and Spring Semesters each year)

School of Law JURI 7990 Law and Disability (2 hours)
Covers sources of federal and state law affecting persons with disabilities, with primary emphasis on the Americans with Disabilities Act. Students will interact with guest lecturers who work with disabled people, or who are themselves disabled, or both, to gain first-hand knowledge of the issues which affect disabled people. (POD, offered once a year)

2. **Identify which aspects of the proposed curriculum already exist and which constitute new courses.** *All courses currently exist.*

3. **Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program can be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant differences that may exist.**

A review of UGA certificate programs was conducted. The structure and requirements of the proposed program are parallel to those established programs. A review of disability-related programs on other campuses across the nation was also conducted. There are disability-focused academic programs at 30 universities in the United States and two in Canada.

The Society for Disability Studies (SDS) is committed to the interdisciplinary study of disability through outstanding scholarship (http://www.uic.edu/orgs/sds). Membership includes representatives from the fields of social science, health, the humanities, and individuals with disabilities. SDS publishes Disability Studies Quarterly and holds an annual conference. Published SDS guidelines for Disability Studies Programs are:

- They should be interdisciplinary/multidisciplinary. Disability sits at the center of many overlapping disciplines. Programs in should encourage a curriculum that allows students to engage the subject matter from a variety of disciplines.

- They should challenge the view of disability as an individual deficit or defect, and explore models and theories that examine social, political, cultural, and economic factors that define disability and determine individual and collective responses to difference.
- They should study national and international perspectives, placing current ideas of disability within the broadest possible context.
- They should actively encourage participation by students and faculty with disabilities and ensure physical and intellectual access.
- They should make it a priority to have leadership positions held by people with disabilities, while creating an environment where contributions from anyone who shares the above goals are welcome.

The IHDD is a Center for Excellence in Developmental Disabilities Research, Education and Service. This proposed program has been modeled after Disability Studies Certificate Programs at two other Centers: The Center for Community Inclusion and Disability Studies at the University of Maine, and the Institute on Disabilities at Temple University. The requirements of the program are parallel to those of these established programs, and the content is reflective of the focus on disability within a social and political context.

As a Center for Excellence, the IHDD is a member of the Association of University Centers for Excellence on Disability (AUCD), working with 60 other centers in every state and territory to promote the full inclusion of people with disabilities as fully participating citizens. It is the mission of the AUCD to advance policy and practice through research, education and service. Interdisciplinary Education Directors from each Center participate in a network designed to ensure student learning opportunities are consistent with the vision and values of our national association.

People with disabilities and their families have a strong presence and leadership roles within the IHDD, as members of the IHDD staff and our Community Advisory Council. In addition, approximately one third of the guest lectures given in the Core Seminar Series and IHDD courses are given by people with disabilities or family members with recognized expertise in their given areas. Thus, students in the proposed certificate program will have multiple and rich opportunities to learn from people with disabilities who are leaders in our state and nation.

4. **If program accreditation is available, provide an analysis of the program to satisfy the curricular standards of such specialized accreditation**. *Not applicable.*

5. Faculty resources must be adequate to support an effective program.

Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program.

Dr. Jenny Manders will serve as Program Coordinator. Dr. Manders holds a Ph.D. in Child and Family Development and has been on staff with the IHDD since 1996. Her areas of specialization related to children and adults with disabilities include family relationships, abuse prevention/intervention, and self determination, and advocacy.

As the Interdisciplinary Education Coordinator with the IHDD, Dr. Manders teaches each of the IHDD courses and coordinates the core seminars. This position is funded through a core grant from the US Administration on Developmental Disabilities**. No additional institutional support will be required for the implementation of the program.** Secretarial and administrative support will be provided by the IHDD.

B. In addition, for each faculty member directly involved in this program, list:

1. **Name, rank, degrees, academic specialty, educational background**
2. **Special qualifications related to this program**
3. **Relevant professional and scholarly activity for past five years**

Each of the elective courses will be taught by an IHDD Faculty Fellow. These Faculty Fellows are faculty members who have recognized expertise in disability-related issues in their respective fields, and also embrace the values and mission of the IHDD. Members meet regularly to direct the IHDD in the development and implementation of IHDD courses, seminars, and outreach activities. They serve as liaisons within their departments, and assist in student recruitment. The Faculty Fellows participate in IHDD educational activities as speakers, guest lecturers, and independent study instructors, as well as collaborate with the IHDD staff on grant proposals. The Faculty Fellows have participated the in planning of the Disability Studies Certificate Program over the past two years.

Current IHDD Faculty Fellows are:

Ann Puckett, J.D., M.S.L.S. Professor of Law and Director of the UGA School of Law Library
Ms. Puckett specializes in legal issues related to disability and teaches a Disability Law Seminar. Her work is based on the civil rights of individuals with disabilities.

Mike Horvat, Ed.D Professor of Adapted Physical Education, Movement Studies
Dr. Horvat has devoted his career to the inclusion of children and adults in physical education and recreation. He also directs the Movement Studies Laboratory.

Cynthia Vail, Ph.D. Associate Professor, Department of Special Education
Dr. Vail's work has focused on interdisciplinary collaboration and teaming in early childhood education. She was Co-Principal Investigator on the IHDD's Interdisciplinary Doctoral Leadership Project and is currently a Governor Appointed member of the State Interagency Coordinating Council for Early Intervention.

Yolanda Keller-Bell, Ph.D. Assistant Professor, Communication Sciences and Special Educ.
Dr. Keller-Bell's academic work has focused on effective methods of intervention in language development and communication with children and adolescents with developmental disabilities.

Stacey Kolomer, Ph.D. Assistant Professor, School of Social Work
Dr. Kolomer's research focuses on caregiver issues. She currently teaches the first complete on-line course in the school of social work and is working with the IHDD on the development of on-line courses for the certificate program.

Jonathon Campbell, Ph.D. Assistant Professor, Educational Psychology
Dr. Campbell's work has focused on issues related to autism, specifically regarding attitudes toward people with autism. He is currently directing a study on friendship funded by the Organization of Autism Research.

Karen Carter, M.D. Developmental Pediatrician, Medical College of Georgia
Dr. Carter's medical practice has centered on supporting the healthy development of children with disabilities. She has a special interest in supporting healthy transition to adulthood.

4. Projected responsibility in this program and required adjustments in current assignment. *No required adjustments in current assignments.*

C. **Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the person to be added.** *Not needed.*

6. Library, computer, and other instructional resources must be sufficient to adequately support the program.

A. Describe the available library resources and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.

The UGA libraries subscribe to nine refereed journals related to disability studies or general disability issues, and 20 electronic refereed journals. Examples include Disability and Society, Disability Studies Quarterly, and Disability, Culture, and Education, Women and Disability, and Sexuality and Disability. Of course, there is a multitude of journals related to specific areas of study, such as special education, therapeutic recreation, and vocational rehabilitation.

In addition, the IHDD Resource Center supports the functioning of the Institute through the provision of information and materials to students, faculty, staff, professionals, and community members. It has a core collection of approximately 2,500 items. The Resource Center is staffed by a librarian and a media coordinator, who collect and catalog materials, provide reference skills in conducting and/or assisting in literature searches and answering reference questions.

B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc., available to adequately support this program. Specify improvements needed in these areas.

And

7. Physical facilities necessary to fully implement the program must be available.

Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation should also be identified.

The IHDD currently provides students with a designated shared office for study and assistantship duties at River's Crossing Building. The office is equipped with computer equipment and internet access. In addition, there are two classrooms available for instruction that are fully equipped with computer equipment, projectors, and distance learning technology.

8. The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) to fully implement the program must be identified.

Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimum investment required to mount and sustain a potentially marginal program.

There will be no institutional costs associated with the full implementation of the program. The US Administration on Developmental Disabilities currently provides core funding to the IHDD for Interdisciplinary Education. This funding is sufficient to cover expenses related to the program.

YEAR	First Year	Second Year	Third Year
(1) Personnel			
(2) Operating Costs			
(3) Capital Outlays			
(4) Library Acquisitions			
(5) TOTAL			

B. Indicate the extent of student support (fellowships, assistantships,

scholarships, etc) available for this program and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis.

Students will be eligible for fellowships, scholarships, and assistantships awarded by the IHDD, their major department, college or university.

9. Commitments of financial support needed to initiate and fully develop the program must be secured.

A. Identify sources of additional funds needed to support the program and the probability of their availability.

Should the program grow beyond the capacity of current faculty, additional funds will be requested.

B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

No needed expansion of facilities is foreseen.

10. Provisions must be made for appropriate administration of the program. Explain the degree to which that structure is in keeping with good practices and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these standards are consistent with accepted standards for effective and successful programs.

In keeping with standards set in certificate programs on the UGA campus as well as those in Disability Studies Program at other universities, graduate students will be required to successfully complete 18 hours of IHDD coursework, three hours of which will be in the completion of a paper or project. There are no prerequisite courses for the graduate certificate.

Administration of the Program will be the responsibility of Dr. Jenny Manders, who will serve as Program Coordinator. Dr. Manders will:

1) Coordinate course offerings and maintain student records,
2) Promote the program, both on-campus and across the nation,
3) Regularly consult with the IHDD Faculty Fellows on matters of policy, planning, resources, and evaluation,
4) Conduct program evaluation, and
5) Create and maintain program website.

Evaluation of the program will be conducted on an annual basis for the first five years of the program. Areas of assessment will be developed with the IHDD Faculty Fellows, but will include: a) number of students enrolled; b) number of students completing the program and rate

of completion; c) number of disciplines represented, d) number of minority students enrolled, including students with disabilities, and; e) student evaluation of courses and program curriculum.

THE UNIVERSITY OF MAINE
CENTER FOR
COMMUNITY INCLUSION
& DISABILITY STUDIES
Maine's University Center for Excellence in Developmental Disabilities
Education • Research • Service

March 16, 2006

Dear Dr. Manders:

I am writing this letter in enthusiastic support for your proposed program in disability studies.

As disability theory and responses move from exclusion to inclusion, the program that you have designed is critically needed, Disability is a global phenomenon and a minority category that is permeable. Not only do we need providers and professionals who understand and can respond to disability and persons with disabilities in progressive and universal ways, but students from all academic disciplines can benefit from studying about disability as a critical element of human diversity.

The need and demand for disability studies is well documented not only by the increase in numbers of academic programs, but also by the numbers of students who are seeking progressive disability studies education and by the growth and increasing sophistication of disability theory and research.

Your program is comprehensive and builds on contemporary literature and pedagogy. I look forward to seeing your program grow and to hearing about the important accomplishments that your students make as they apply their studies to the advancement of socially just, inclusive environments.

Sincerely,

Liz DePoy

Elizabeth DePoy, Ph.D.
Coordinator of Interdisciplinary Disability Studies
University of Maine