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IHDD MISSION STATEMENT

The Institute on Human Development and Disability (IHDD) is a Center for Excellence in Developmental Disabilities Research, Education and Service (UCEDD) within the College of Family and Consumer Sciences (FACS).

It is the mission of the IHDD...

to work with others to improve the lives of people with disabilities and their families through education, research, and service.

The mission of the Disability Study Program at IHDD is...

to provide students with a unique set of competency- and value-based educational experiences designed to enhance their awareness, knowledge, and skills relative to advocating for, working with, and supporting individuals with disabilities and their families. Students will become leaders and advocates for systems change resulting in self-determination and meaningful community inclusion for all people.

To learn more about us, please visit our website at www.ihdd.uga.edu.
In 1962, the president of the United States, John Fitzgerald Kennedy, commissioned a report that was among the most comprehensive and well-researched documents in the field of disability. The Kennedy family was quite aware of the gifts and needs of individuals with disabilities, having grown up with their sister, Rose Marie (Rosemary), who was diagnosed with a developmental disability. One recommendation in this report was the formation of a university-based training program in every state of the United States. Today, these centers are known as University Centers of Excellence in Developmental Disabilities Education, Research, and Service (UCEDD).

Founded in 1969, the Institute on Human Development and Disability (IHDD), within the College of Family and Consumer Science (FACS), is one of the oldest federally-funded programs at the University of Georgia. As a University Center of Excellence in Developmental Disability (UCEDD), we are part of a national network of more than 67 other UCEDDs in every state and territory in the U.S., all working to accomplish a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. Their independence, productivity, and community inclusion are key components of this vision.

The IHDD and the other UCEDDs are in a unique position to facilitate the flow of disability-related information between community and the university. Collaboration is key to the accomplishment of our goals. The IHDD works with individuals with disabilities, family members, advocates, state and local government agencies, and service providers to build the capacity of communities to support all their citizens as fully-participating members of our families and communities. Centers like ours have played key in every major disability initiative over the past four decades, in areas such as early intervention, health care, community-based services, inclusive education, transition from school to work, employment, housing, assistive technology, and transportation.

As a member of the national Association of the University Centers of Excellence (AUCD), the IHDD provides students with unique opportunities to participate in cutting-edge research, education, and service at the local, state, and national levels, as well as opportunities for professional networking. For additional information about the AUCD and other University Centers of Excellence, visit the AUCD website at www.aucd.org.

How is the IHDD funded?

The Developmental Disabilities Assistance and Bill of Rights Act of 2000 allocated funds to support the key functions of each UCEDD in the United States. Those funds are administered by the Administration on Developmental Disabilities (ADD), a part of the Administration for Children & Families within the United States Department of Health & Human Services. Grants and contracts with other federal and/or state agencies, private foundations, and various community organizations also provide funding for IHDD projects and activities.

(left) Young John F. and (right) Rosemary Kennedy
EDUCATION

As more and more children and adults with disabilities are included as valued members of our families, schools, and communities, there is great need for professionals in all fields to recognize the gifts and contributions of everyone, and understand how to support the full participation of every citizen in all aspects of life. Students from disciplines across campus come together at the IHDD to learn from and with each other, led by people with disabilities and their families. Students are included in all activities and projects undertaken by the IHDD, and are provided the knowledge and skills needed to become leaders in their fields and advocates for social change, with a deep appreciation of the gifts of children and adults with all types of ability and from diverse cultures.

Students can participate in the IHDD educational opportunities at multiple levels:

- Participation in IHDD courses at the undergraduate and graduate levels, including practica and independent studies
- Internships
- Service learning opportunities
- Work study and assistantships
- AmeriCorps
- Completion of the Disability Studies Certificate

RESEARCH

Faculty and students at the IHDD engage in cutting-edge research on the issues that have been identified by people with disabilities to be the most important. All research is conducted with the assumption that we all have strengths, preferences, and interests, and directed toward informing policy and practice so that the contributions of every citizen are recognized and supported. The IHDD then works for the translation of research to practice. Students participate in all stages of research, including the identification of areas of needed research, planning, data collection, data analysis, and publication, and translation of research to practice. Opportunities for research are always expanding, based on identified need and student interest.

Current areas of research include:

- Family strengths and family support
- Sibling relationships
- Strengths- and Interest-based assessment
- Transition from institutionalization to community
- School and community inclusion
- Employment
- Supporting farming families and farming safety
- Abuse prevention and intervention
- Self advocacy
- Legal justice

WHAT DOES THE IHDD DO?

As part of the federally-funded network of University Centers of Excellence, the IHDD has four primary functions:

- Education
- Service
- Research
- Dissemination
SERVICE

Service to the community is strongly supported, as both the best way to reinforce and expand the knowledge and skills gained through education and research at the IHDD, as well as a way for students to make meaningful contributions in the lives of people with disabilities and their families. The IHDD works closely with the Office of Service Learning at UGA to incorporate service learning opportunities in all projects and activities.

Opportunities for service include:

- Participation in the IHDD’s AmeriCorps program, the Georgia Personal Assistance Program (GA PAS), which serves as a national model for the inclusion of people with disabilities in national service
- Class projects
- Practica and internship experiences in IHDD projects and community environments that support the full and meaningful participation of people with disabilities.

DISSEMINATION

Knowledge and information must be shared with a broad range of people, including people with disabilities, their families, advocates, service providers, local, state, and federal agencies, policy makers, and elected officials. The information must be presented in language and formats that are most useful to each person.

Opportunities for students to participate in information sharing include:

- Developing training curricula
- Authoring articles in academic journals newsletters, and other publications
- Publishing reports
- Presenting information at meetings, trainings, and conferences
- Creating multi-media productions, including cd’s and dvd’s
- Posting information on the internet.
SECTION I.

PROGRAM GOALS:

Students are involved in all aspects of IHDD activities

DISABILITY STUDIES
Interdisciplinary Pre-service Education

Student Involvement in Community Services, Research and Dissemination
- Internships
- Practicum
- Graduate Assistantships
- Independent Studies

Disability Studies Course Work
- Undergraduate
- Graduate

Disability Studies Certificate Program
- Undergraduate
- Graduate

Learning With IHDD
- Participation in Workshops, Seminars, Lectures
Students are an integral part of the IHDD. You bring intellect, creativity, energy, and enthusiasm to all of our projects and activities. All IHDD faculty and staff welcome your contribution. There are many ways you can participate in the Disability Studies Program, based on your academic goals and interests.

You are entering Disability Studies at a very exciting time. 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 been viewed as victims, helpless objects of pity, or even threats to themselves or others. Most have been subjected to segregation in “special” schools or institutions, isolated from families and communities for the purposes of education or rehabilitation.

The good news is that we are currently witnessing a significant change 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 had received education thanks to the Education for All Handicapped Children Act 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.”
For students in the disability-related fields, you will increase your understanding of the social context of disability that extends beyond the boundaries of specific professions, and increase your capacity to work collaboratively with people with disabilities and their families, advocates, and professionals in multiple fields.

Students from disciplines across the UGA campus will increase your marketability as professionals by having education and experience related to the largest diversity group in the U.S. You will have the skills and attitudes needed to serve as leaders in affecting changes in policy and practice in your respective fields. There is a great need for professionals in all disciplines who are aware of issues related to disability and are comfortable interacting with people with disabilities. Disability issues are diversity issues.

Students with disabilities will have the opportunity to explore your identities as men and women with disabilities through the examination of disability as a social construct, with a raised awareness of your history and value as a cultural group. You will have the opportunity to learn from and work with recognized leaders in the Disability Rights Movement at the local, state, and national levels.

Almost 50 years of advocacy and social activism have resulted in larger numbers of children and adults with disabilities being fully included as valued members of 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 advocacy, legislation and policy change at the national level have mandated reform, much education and advocacy is needed to affect meaningful change in social attitudes, policy, and practice.

The purpose of the Disability Studies Program is to provide the students at the University of Georgia with the knowledge, skills, and attitudes needed to become professionals and leaders who are capable of implementing change in attitudes, policy, and practice across the nation.

These professionals will promote the true inclusion of all 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 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 be prepared to serve children and adults from diverse cultures and with diverse abilities,
5. Students will learn effective ways to advocate for needed changes in attitudes, policy, and practice,
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 at the local, state, and national levels.

Similar to the African-American Studies and the women's Studies, the Disability Studies Program is grounded in the civil rights movement. It is based on the idea that, as members of the largest minority group in the U.S., and one which has historically been marginalized and oppressed, people with disabilities share a history, culture, and desire for social, political, and economic self-determination (Bryen, 1996).

The content of the IHDD Disability Studies Program includes history, literature, political science, sociology, law, and economics.

Potential students for our program include those from the traditional professions (e.g. special education, rehabilitation, and social work), but also includes students from all other disciplines. 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. 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 are the future leaders who can best bring about such change. People with disabilities themselves are seen as the experts and teachers who direct this education.
The opportunity for scholarly work in disability studies is rich and broad. Some 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.

There are many opportunities for publication of scholarly work. In addition to 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 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

How can you participate in the Disability Studies Program?

Students come to the IHDD with a variety of interests, experiences, and professional goals. Participation in the Disability Studies Program is designed to be responsive to each student at both the undergraduate and graduate levels.

Opportunities include:

- Participation in IHDD Seminars, lectures, and brown-bag lunches
- Participation in IHDD courses
- Independent Study with IHDD Faculty
- Internships and Practica
- Service learning opportunities
- AmeriCorps/GAPAS Corps
- Work study and assistantships
- Completion of Disability Studies Certificate

IHDD Seminars.

The Introduction to Disability (IHDD 2001/IHDD 6001) course includes a series of seminars that address different aspects of disability. Course instructors address the history of disability, the origin of IHDD, community inclusion, respectful communication, assistive technology, and other disability topics.

Guest lecturers are invited to speak on topics from their respective disciplines. They provide an opportunity for students to ask questions and interact in class discussions.

Other disability related lectures and workshops are available throughout the year, including informal presentations from guest speakers with an opportunity to ask questions.

Suggestions or requests for information relating to specific disability topics are encouraged.
IHDD COURSES:

IHDD offers six courses in the area of disability, developed to address the most current and relevant issues for people with disabilities throughout the lifespan. The courses are interdisciplinary and open to both undergraduate and graduate students. IHDD 2001/IHDD 6001 is the prerequisite to all other IHDD courses. For more course information, please see the IHDD Disability Studies Courses in the appendix or visit our website at www.ihdd.uga.edu.

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<tr>
<th>Undergraduate Course #</th>
<th>Graduate Course #</th>
<th>Course Name</th>
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<tr>
<td>IHDD 2001</td>
<td>IHDD 6001</td>
<td>Introduction to Disability (3 hours—Prerequisite to all other courses)</td>
</tr>
<tr>
<td>IHDD 3010</td>
<td>IHDD 7010</td>
<td>Directed Study in Disability (1-3 hours)</td>
</tr>
<tr>
<td>IHDD 4050</td>
<td>IHDD 6050</td>
<td>Disability Studies Across the Lifespan (3 hours) (formerly 4000/6000)</td>
</tr>
<tr>
<td>IHDD 4002</td>
<td>IHDD 6002</td>
<td>Disability Issues in Adulthood (3 hours)</td>
</tr>
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<td>IHDD 5720</td>
<td>IHDD 7720</td>
<td>Advocacy Practices in Disability (3 Hours)</td>
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<tr>
<td>IHDD 5970</td>
<td>IHDD 7970</td>
<td>Interdisciplinary Collaboration in the Context of Disability (3 hours)</td>
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Independent Study with IHDD Faculty.

Independent Study is designed to allow students to engage in the academic reading, writing, research, and service learning experiences based on the student’s particular interest. The topics and hours of course credit are determined through consultation with the Disability Studies Coordinator and assigned faculty.

Independent Studies are directed by the IHDD Faculty (see appended list of IHDD Faculty and their areas of expertise). Students may engage in an informal independent study at IHDD to supplement study in other courses or to increase their knowledge in a particular area. To receive academic credit for independent study work, students must enroll in IHDD 3010 or IHDD 7010 at the UGA.

Internships and Practica.

There are many opportunities to complete internships and practica experiences through involvement in the IHDD projects. These can be based on-site at the IHDD, or at community sites of IHDD projects.

The IHDD also can assist the students or internship supervisors in other academic departments to identify appropriate community-based programs that would provide students the opportunity to learn in environments reflective of the values of inclusion and self determination and accepted best practice in the field.

Service learning opportunities.

Service Learning includes a teaching and learning methodology that connects classroom curriculum with identified community issues and needs. Service Learning engages the students in projects that serve the community and build their social and academic capacities. It is an ideal way to learn about disability issues through direct experience and collaboration with people who have disabilities and their families, or engage in advocacy activities. The service learning opportunities are incorporated into all IHDD classes and projects. The IHDD faculty will assist students to engage in service learning as part of coursework in other departments or as volunteers.
AMERICORPS/GA PAS.

As an excellent example of service learning, the AmeriCorps/Georgia Personal Assistance Service (GA PAS) members serve to strengthen community awareness about disability issues, to foster diversity, and to improve the quality of life for individuals with disabilities and their families.

Benefits include a monthly living allowance, training on a variety of topics, and an education award at the completion of service.

Work Study and Assistantships.

The opportunities for paid learning experiences are available based on funding from various grants, contracts, and collaborations. Work study students at both undergraduate and graduate levels can engage in the work study and receive financial compensation on an hourly basis. Graduate students at both the Masters and Doctorate levels can be awarded assistantships that provide financial stipends and tuition waivers. Assistantships may involve research, teaching, or service experiences. The opportunities and requirements for work study positions and assistantships are posted on the IHDD website.

Contact the AmeriCorps/GA PAS Program Director (see staff directory), or visit the IHDD website to learn more: www.ihdd.uga.edu/familyandcommunity/AmeriCorps/GAPAS.

It could be the best experience of your life...JOIN today...
AmeriCorps/GA PAS Corps
DISABILITY STUDIES CERTIFICATE:

The interdisciplinary Disability Studies Certificate provides undergraduate and graduate students with the most intensive and focused learning experience at the IHDD. It is designed to supplement degrees granted from academic departments across campus, including those in disability-related fields, such as Special Education, Therapeutic Recreation, or Speech Communication, as well as degrees from departments that do not traditionally offer disability-related content, such as Journalism, Business, and Environmental Design. For information about application to the Disability Studies Certificate and requirements for completion, see Appendix D and Appendix E.

How will I benefit from completion of the Disability Studies Certificate?

Completion of the Disability Studies Certificate has many potential benefits. It will document your area of specialization in disability issues and allow you to broaden your professional opportunities to include leadership, advocacy and social change. You will have the opportunity to learn from and with students from many disciplines, people with disabilities and their families, and the IHDD faculty and Faculty Fellows who have recognized expertise in multiple areas. You will learn about disability as an issue of diversity rather than difference, of strength rather than deficit. Disability is presented as a social construct rather than a characteristic of an individual.

DISABILITY STUDIES CERTIFICATE ADMISSION

The Certificate is open to current 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 degree program must be admitted as non-degree students to take courses for the certificate program. The undergraduate students are required to complete 15 hours of coursework. The graduate students are required to complete 18 hours of coursework, three hours of which will be completion of a paper or project. There are no prerequisite courses.

Each student submits an application detailing academic achievement, professional experience, and specific areas of interest. Applications are screened by the Disability Studies Coordinator, and those meeting the minimum requirements are forwarded to the IHDD Faculty for review. Applications are accepted on an on-going basis. Notification of acceptance will be made within 4 weeks after receipt of the application.

For more information on:

>> application procedure,
>> criteria for admission, and
>> requirements for completion,
please see Appendix D and Appendix E.
IHDD TRAINEES:

Students who participate in IHDD educational opportunities beyond the completion of an individual course or short-term project are considered Trainees. This includes students who are engaged with the IHDD through internships, work study, assistantships, AmeriCorps, and the Disability Studies Certificate.

In addition to the opportunities provided through the IHDD, status as a Trainee allows students access to networking and leadership opportunities through the Association for University Centers (AUCD). Through AUCD, students have access to the resources of the national organization and 67 other University Centers in every state and territory. There are over 4,000 AUCD trainees enrolled in the nation’s AUCD programs. Networking with the students and faculty in other programs greatly expands educational and professional opportunities.

Trainee Responsibilities.

- All Trainees are required to successfully complete the IHDD Core Curriculum. The Core Curriculum is presented as a series of seminars which address issues critical to the development of professional competence in best practice. Completion of the Core Curriculum ensures that students have the values, attitudes, and knowledge needed to carry out the goals of the Institute. The curriculum is presented in a series of five Core Seminars in which students are required to participate. These are:

  1. Introduction to the IHDD: Our History, Mission, and Guiding Values
  2. Disability History: From Exclusion and Persecution to Self Determination and Valued Social Roles
  3. The Importance of Full and Meaningful Inclusion Throughout the Lifespan
  4. Valuing Diversity and Developing Cultural Competence in Research and Practice
  5. The Design, Evaluation, and Interpretation of Meaningful Research on Disability: Taking a Strengths-Based, Culturally Competent Approach

- Trainees participate in the five introductory seminars in their first semester with the IHDD, and each of the eight seminars every semester the student is engaged with the IHDD.
- Monthly meetings with the Disability Studies Coordinator.
- Monthly meetings with fellow students to share work and learn from each other.
- Reporting activities through the National Information and Reporting System (NIRS) on a monthly basis. The IHDD Data Coordinator will provide training and on-going assistance with this on-line database.
- Updating vitae by June 15 and January 15 of each year.
- Respond to long-term follow-up surveys at 1st, 5th, & 10th years post-graduation.

All Trainees will meet with the Disability Studies Student Support Coordinator to receive an IHDD email account and key card for after-hours access to the Rivers Crossing Building. Parking is available through the purchase of a semester pass from UGA Parking Services or the purchase of a daily pass per vehicle at the parking pass station in the River’s Crossing parking lot.
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## IHDD Faculty: Appendix A

<table>
<thead>
<tr>
<th>Name</th>
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IHDD COURSES:

IHDD 2001/6001  Introduction to Disability (3 hours)
Prerequisite to all IHDD courses. Introduction to the history and definition of disability. Includes guest lecturers speaking on disability related topics from their respective disciplines. Provides information about assistive technology, community inclusion, respectful communication, and interaction with people with disabilities. Discusses origin of IHDD and its guiding values. (Offered Fall and Spring, no POD)

IHDD 3010/7010  Directed Study in Disability (1-3 hours)
An independent study that 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, POD; prerequisite IHDD 2001/6001)

IHDD 4050/6050  Disability Across the Lifespan (3 hours)
(Fomerly IHDD 4000/6000) Focus on impact of disability at each stage of the lifespan including infancy, childhood, adulthood, and aging. (Offered every Fall, no POD; prerequisite IHDD 2001/6001)

IHDD 4002/6002  Disability Issues in Adulthood (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 institutional versus community-based care, independent living, sexuality, self determination, identity, and social attitudes. (Offered Spring every other year, no POD; prerequisite IHDD 2001/6001)

IHDD 5720/7720  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 year, no POD; prerequisite IHDD 2001/6001)

IHDD 5970/7970  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. Highlighted is the importance of inclusion and meaningful participation of people with disabilities and their family members as team members. (Offered Spring every other year, no POD; prerequisite IHDD 2001/6001)
ELECTIVE COURSES FOR DISABILITY CERTIFICATE 
TAUGHT OUTSIDE THE IHDD:

Social Work  SOWK 5767  Current Issues in Social Work 
(3 hours)  
(POS, prerequisite SOWK 5534, offered Spring Semester every year)

Special Education  SPED 2000  Survey of Special Education 
(3 hours)  
Individuals with special needs, including possible impact, causes and characteristics of specific needs 
across the lifespan, and cultural diversity.  
(POD, offered Fall, Spring and Summer Semesters each year).

Physical Education  PEDS 4610/6610  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  Juri7990  Disability Law 
(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 individuals with 
disabilities, and/or have a disability, to gain first-hand knowledge of the issues which affect people with 
disabilities.  (POD, offered once a year)

Additional courses may be substituted as electives taught outside the IHDD with permission from the 
Disability Studies Coordinator.
**DISABILITY STUDIES CERTIFICATE COURSE REQUIREMENTS:**

**Undergraduate Certificate** requires the successful completion of 15 hours of coursework.

**Graduate Certificate** requires the successful completion of 18 hours of coursework.

### Required Courses within Institute on Human Development and Disability (IHDD)

<table>
<thead>
<tr>
<th>Semester Offered</th>
<th>Course Number</th>
<th>Course Name</th>
<th>POD/POS/Prerequisite</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/Spring</td>
<td>IHDD 3010/7010</td>
<td>Directed Study in Disability</td>
<td></td>
<td>3 hrs</td>
</tr>
<tr>
<td>Fall</td>
<td>IHDD 4000/6000</td>
<td>Disability Issues Across the Lifespan</td>
<td></td>
<td>3 hrs</td>
</tr>
<tr>
<td>Alternate Spring</td>
<td>IHDD 5970/7970</td>
<td>Interdisciplinary Collaboration in the Context of Disability</td>
<td></td>
<td>3 hrs</td>
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### Elective Courses within the Institute on Human Development and Disability (IHDD)

<table>
<thead>
<tr>
<th>Semester Offered</th>
<th>Course Number</th>
<th>Course Name</th>
<th>POD/POS/Prerequisite</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/Spring</td>
<td>IHDD 3010/7010</td>
<td>Directed Study in Disability</td>
<td>SOWK5535</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Alternate Spring</td>
<td>IHDD 4002/6002</td>
<td>Supporting Adults with Disabilities</td>
<td></td>
<td>3 hrs</td>
</tr>
<tr>
<td>Summer</td>
<td>IHDD 5720/7720</td>
<td>Advocacy Practicum</td>
<td></td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

### Elective Courses taught outside the IHDD

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
<th>POD/POS/Prerequisite</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>SOWK 5767</td>
<td>Current Issues in Social Work</td>
<td>POS, prerequisite</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>SPED 2000</td>
<td>Survey of Special Education</td>
<td>POD</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>PEDS 4610/6610</td>
<td>Adapted Physical Education</td>
<td>POD</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>JURI 7990</td>
<td>Disability Law</td>
<td>POD</td>
<td>2 hrs</td>
</tr>
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</table>

### Total to Graduate:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td>15 hrs</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>18 hrs</td>
</tr>
</tbody>
</table>
Please indicate the program for which you wish to apply:

_____ IHDD Undergraduate Disability Studies Certificate

_____ IHDD Graduate Disability Studies Certificate

First Name          M. Initial          Last Name                       Social Security #

_________________________________________________________________

Address

_________________________________________________________________

City                                                        State                  Zip Code

_________________________________________________________________

Permanent Address if other than above

(______)_____________________________(______)_____________________
Home Telephone #                                        Work/Cell Telephone #

_________________________________________________________________

E-mail Address                                                                Date of Birth

Have you been admitted to the University of Georgia as a prospective candidate for a degree or a non-degree?

_____ Degree Candidate       _____ Non Degree Candidate

________________________ Date of Admission: ___ Undergraduate      ___ Graduate

University of Georgia degree objective and major department:

_________________________________________________________________

Continued...
Please list any undergraduate and graduate degrees that you have earned:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Major</th>
<th>Date</th>
</tr>
</thead>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Undergraduate Grade Point Average (on a 4-point scale, A=4) ______________

Graduate Record Examination Scores: Verbal ________ Quantitative _________

Major Professor/Faculty Advisor: ______________________________________

Address: ________________________________

Phone: ________________________________

E-mail: ________________________________

**Tentative Program of Study**

Please list the courses you intend to take that will apply toward requirements for the Disability Studies Certificate. (For **undergraduate students**, this must total at least 15 hours of course work plus at least 3 hours of an approved thesis, dissertation, other research project, or practicum designed to meet the requirements of the Certificate. For **graduate students**, this must total at least 18 hours of course work plus at least 3 hours of an approved thesis, dissertation, other research project, or practicum designed to meet the requirements of the Certificate.) Please do not list courses or degree requirements that you do not plan to apply toward the Disability Studies Certificate.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
I understand that the Disability Studies Certificate will be granted only to those persons admitted to the University of Georgia as prospective degree candidates or as non-degree candidates.

________________________________________________________________________
Student’s Printed Name
________________________________________________________________________

Student’s Signature ___________________________ Date ___________________________

To the best of my knowledge, the above information is accurate. I recommend this student for admission to the Program as a prospective recipient of the Disability Studies Certificate.

________________________________________________________________________
Major Professor/Advisor’s Printed Name
________________________________________________________________________

Major Professor/Advisor’s Signature ___________________________ Date ___________________________

This ____ undergraduate ____ graduate student has been admitted to the Disability Studies Certificate at the Institute on Human Development and Disability, University of Georgia.

________________________________________________________________________
Disability Studies Coordinator’s Printed Name
________________________________________________________________________

Disability Studies Coordinator’s Signature ___________________________ Date ___________________________

The Certificate in Disability Studies will be granted to students upon documentation to the Disability Studies Coordinator that the student has successfully completed his or her approved program of study.

Please return this completed application to: Disability Studies Program Coordinator
Institute on Human Development and Disability
The University of Georgia
850 College Station Road
Athens, Georgia 30602-4806
# DISABILITY STUDIES STUDENT WORKSHEET:  
## APPENDIX F

## STUDENT COURSE PLANNING WORKSHEET

### Required Courses
within Institute on Human Development and Disability (IHDD)

<table>
<thead>
<tr>
<th>Semester Offered</th>
<th>Course Number</th>
<th>Course Name</th>
<th>POD/POS/Prerequisite</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Graduate</th>
<th>9 hrs</th>
</tr>
</thead>
</table>

### Elective Courses
within the Institute on Human Development and Disability (IHDD)

<table>
<thead>
<tr>
<th>Semester Offered</th>
<th>Course Number</th>
<th>Course Name</th>
<th>POD/POS/Prerequisite</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Graduate</th>
<th>6 hrs</th>
</tr>
</thead>
</table>

### Elective Courses taught outside the IHDD

<table>
<thead>
<tr>
<th>Semester Offered</th>
<th>Course Number</th>
<th>Course Name</th>
<th>POD/POS/Prerequisite</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total to Graduate:

<table>
<thead>
<tr>
<th>Undergraduate Graduate</th>
<th>15 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>18 hrs</td>
</tr>
</tbody>
</table>
*Response Required

**Name:**

*First _________________________  Middle_______________  *Last ____________________________

Former Name ______________________________________________

**Academic Degree/Credential Achieved ______________________________________________________

**Current Address:** (Please remember to send address updates after you graduate)

______________________________________________________________________________________

______________________________________________________________________________________

*City                       *State  Country         *Zip/Postal Code

County of Origin: ________________

Primary Email: _______________________________  Secondary Email___________________________

Home Phone (_(______)________________________  Cell/Mobile Phone (______)_________________

**Permanent Address:**

Name of Permanent Contact: ________________________________________  Relationship: ________

Address: _______________________________________________________________________________

______________________________________________________________________________________

*City                       *State  Country         *Zip/Postal Code

Phone: (______)____________________________

**Date of Birth:** _______/_______/_______  *Gender: _____ Male  _____ Female

Continued on page 2
Race: (Race and ethnicity information is collected in a manner consistent with the US Census categories. Please provide both race and ethnicity information.)

_____ White (refers to people having origins in any of the original peoples of Europe, Middle East, or North Africa.)

_____ Black or African American (refers to people having origins in any of the Black racial groups of Africa.)

_____ American Indian and Alaskan Native (refers to people having origins in any of the original peoples of North and South America including Central America, and who maintain tribal affiliation or community attachment.)
   Tribe: ______________________

_____ Asian (refers to people having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, e.g. Asian Indian.)

_____ Native Hawaiian and Other Pacific Islander (refers to people having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

_____ Two or more races (includes individuals who identify with two or more racial designations.)

_____ Other (included for individuals who are unable to identify with the categories.)

*Ethnicity (Hispanic is an ethnic category for people whose origins are in the Spanish-speaking countries of Latin America or who identify with a Spanish-speaking culture. Individuals who are Hispanic may be of any race.)

_____ Hispanic  _____ Non Hispanic

Position Setting of Trainee at Admission: ________________________________

Position Title at Admission: ________________________________

Personal Relationship with Disabilities

The trainee is a… (Check all that apply)

_____ Person w/ disability
_____ Parent of a person w/ a special health care need
_____ Person w/ special health care need
_____ Family member of a person w/ disability
_____ Parent of a person w/ disability
_____ Family member of a person w/ special health care need

Current place of employment: __________________________________________

Current job position/title: __________________________________________


IHDD TRAINEE NIRS ANNUAL DATA FORM:

To be completed for each trainee upon admission to the program, and at the beginning of each academic year they remain at IHDD.

Trainee First Name: _____________________ M.I._____ Last Name________________________

Fiscal Year: _________ Academic Level: ___________ Degree Program: _________________

Position at IHDD: ________________________________________________________________

Discipline: ______________________________________________________________________

Current Contact Hours: ______________________   _____ Full-Time
Total Contact Hours to Date: __________________   _____ Part-Time
Year Start Date: ______________   Projected Year Completion Date: ________________

Upon completing their training, the trainee will qualify as a:

___ Long-term Trainee (300+ hours upon completion)
___ Short-term Trainee  (40-299 hours upon completion)*

*All IHDD Trainees must complete at least 40 hrs.

Check all categories to describe any program-related financial support that the trainee is currently receiving (this fiscal year):

___ Core Grant Funding    ___ Clinical Fees
___ MCH                  ___ Academic Department
___ ADD                   ___ Internship
___ OSEP                  ___ Fellowship/Scholarship
___ Other Funding : ___________________________________

___ Not Applicable/None

Publications or Products Completed by the student this year:
________________________________________________________________________________________

Title, Date, etc.

Presentations Completed by the student this year:
________________________________________________________________________________________

Name, Date & Venue

Type of Participation: (check all that apply)

___ Didactic    ___ Clinical    ___ Research    ___ Practicum/Field Work
___ Other - Please Specify: ____________________________________________________________

Training curricula trainee completing (independent of trainee’s funding source/s)? Check all that apply:

___ MCH LEND    ___ ADD    ___ OSEP    ___ Pediatric Residency
___ Other - Please Specify: ____________________________________________________________

___ Not Applicable

If funding is MCH, what MCH support did the trainee receive? (Complete all that apply)

Stipend - $ ______
Tuition & Fees - $ ______
Travel Allowance $ ______

Total $ ______

To be completed for each trainee upon admission to the program, and at the beginning of each academic year they remain at IHDD.
Zolinda Stoneman, Ph.D., Director, IHDD
University Professor and Research Coordinator
Disability Studies Coordinator
Child and Family Development
706-542-3457; zo@ihdd.uga.edu

Becky Brightwell, M.B.A., Associate Director, IHDD
Teaching Assistant, Disability Studies
706-542-6061; bbrightw@ihdd.uga.edu

Beverly Al-Deen
Student Support Coordinator, Disability Studies
Research and Data Analyst
706-542-1290; baldeen@ihdd.uga.edu

Tracy Rackensperger
Teaching Assistant, Disability Studies
Research and Information Coordinator
706-543-0081; trackensperger@ihdd.uga.edu

Mary Rugg, M.Ed.
Early Intervention Director
Teaching Assistant, Disability Studies
706-542-3963; mruugg@ihdd.uga.edu

Marie Wandera, Ph.D., Coordinator
Georgia Personal Assistance Services/AmeriCorps
706-542-6086 or (404)384-8318; mwandera@ihdd.uga.edu

For a complete staff directory, please visit www.ihdd.uga.edu
or email: contact@ihdd.uga.edu
Refer to your UGA campus life handbook for detailed information regarding campus services and resources:

- **Academic Advisement:** [www.reg.uga.edu/pdf/sistraining/webstudentadvise.pdf](http://www.reg.uga.edu/pdf/sistraining/webstudentadvise.pdf). For advisement regarding IHDD courses/programs, contact Dr. Jenny Manders, IHDD, jmanders@ihdd.uga.

- **Academic Calendar:** Refer to the UGA bulletin for schedule of classes, [www.bulletin.uga.edu](http://www.bulletin.uga.edu). Refer to the UGA Registrar’s Office for semester dates and exams, [www.reg.uga.edu](http://www.reg.uga.edu).

- **Accessibility Resources:** Disability Resource Center, (706)542-8719, [www.dissvcs.uga.edu](http://www.dissvcs.uga.edu)

- **Admissions:** [www.admissions.uga.edu](http://www.admissions.uga.edu)

- **Courses at UGA:** UGA Bulletin: [www.bulletin.uga.edu](http://www.bulletin.uga.edu)

- **Courses and UGA Withdrawals:** [www.uga.edu/studentaffairs/students/withdrawals.shtml](http://www.uga.edu/studentaffairs/students/withdrawals.shtml)

- **Disability Services:** Disability Resource Center, (706)542-8719, tty: (706)542-8778, [www.dissvcs.uga.edu](http://www.dissvcs.uga.edu),

- **Graduate School:** [www.gradsch.uga.edu](http://www.gradsch.uga.edu)

- **Health Care:** [www.uhs.uga.edu/services/index.html](http://www.uhs.uga.edu/services/index.html)

- **Library Resources:** [www.libs.uga.edu/](http://www.libs.uga.edu/)

- **UGA Bookstore:** Phone: 706-542-3171, [www.ugabookstore.com](http://www.ugabookstore.com)

- **UGA MyID, UGA E-mail Accounts, WebCT, UGA ID cards:** [www.uga.edu/campuslife/services/index.html](http://www.uga.edu/campuslife/services/index.html)

- **Parking/Transportation:** Parking is available through the purchase of a semester pass from UGA Parking Services or the purchase of a $5 daily pass per vehicle at the parking pass station in the River’s Crossing parking lot. The UGA shuttle is also available to and from campus.

- **Registrar:** [www.reg.uga.edu](http://www.reg.uga.edu)

- **Student Directory:** [www.uga.edu/campuslife/handbook/directory.html](http://www.uga.edu/campuslife/handbook/directory.html)
It is the responsibility of all students to read and abide by the UGA/IHDD guidelines. The UGA Student Policy and Procedures apply to all IHDD students. Being uninformed or unaware is not an acceptable excuse for noncompliance or breaking the rules.

(https://www.uga.edu/campuslife/handbook.html)

Academic Honesty at UGA/IHDD: www.uga.edu/honesty

Every student must agree to abide by UGA's academic honesty policy and procedures known as A Culture of Honesty, when applying for admission to the University of Georgia. A Culture of Honesty and the University of Georgia Student Honor Code work together to define a climate of academic honesty and integrity at the University. All members of the University community have a responsibility to uphold and maintain an honest academic environment and to report when dishonesty occurs. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the integrity of the academic process while ensuring due process. The University's academic honesty system is an academic process founded on educational opportunities.
<table>
<thead>
<tr>
<th>Trainee</th>
<th>Program</th>
<th>Degree</th>
<th>Period of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caroline Almond</td>
<td>Child and Family Development</td>
<td>M.A.</td>
<td>2004-2005</td>
</tr>
<tr>
<td>Irma Alvarado</td>
<td>Child and Family Development</td>
<td>Ph.D.</td>
<td>2004-2006</td>
</tr>
<tr>
<td>Keith Bell</td>
<td>Child and Family Development</td>
<td>Ph.D.</td>
<td>2003</td>
</tr>
<tr>
<td>Alicia Bevill</td>
<td>Education</td>
<td>Ph.D.</td>
<td>2001-2002</td>
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<tr>
<td>Meredith Carter</td>
<td>Social Work</td>
<td>MSW</td>
<td>2005-2006</td>
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<tr>
<td>Tracey Coffin</td>
<td>Business</td>
<td>MBA</td>
<td>2002-2005</td>
</tr>
<tr>
<td>Anika Francis</td>
<td>Education/Instructional Technology</td>
<td>M.S.</td>
<td>2005-2006</td>
</tr>
<tr>
<td>Susana Gavidia-Payne</td>
<td>Child and Family Development</td>
<td>Ph.D.</td>
<td>2004</td>
</tr>
<tr>
<td>Katy Gregg</td>
<td>Child and Family Development</td>
<td>Ph.D.</td>
<td>2006-present</td>
</tr>
<tr>
<td>Lindsey Gulley</td>
<td>Linguistics</td>
<td>B.S.</td>
<td>2003</td>
</tr>
<tr>
<td>Susan Hoagland</td>
<td>Social Work</td>
<td>BSW</td>
<td>2005-present</td>
</tr>
<tr>
<td>Hamida Jinnah</td>
<td>Child and Family Development</td>
<td>Ph.D.</td>
<td>2005-present</td>
</tr>
<tr>
<td>Terrence Johnson</td>
<td>Child and Family Development</td>
<td>Ph.D.</td>
<td>2005</td>
</tr>
<tr>
<td>Carriann Kinney</td>
<td>Child and Family Development</td>
<td>M.S.</td>
<td>2004</td>
</tr>
<tr>
<td>Dava Muserallo</td>
<td>Education</td>
<td>M.Ed.</td>
<td>2003</td>
</tr>
<tr>
<td>Maya Owens</td>
<td>Journalism</td>
<td>M.S.</td>
<td>2006</td>
</tr>
<tr>
<td>Gwendolyn Pugh</td>
<td>Child and Family Development</td>
<td>M.S.</td>
<td>2004-2005</td>
</tr>
<tr>
<td>Christopher Ray</td>
<td>Sports Studies</td>
<td>M.S.</td>
<td>2003</td>
</tr>
<tr>
<td>Nicole Richardson</td>
<td>Journalism</td>
<td>M.A.</td>
<td>2005</td>
</tr>
<tr>
<td>Marti Slaughter</td>
<td>Social Work</td>
<td>MSW</td>
<td>2006-present</td>
</tr>
<tr>
<td>Cornelia Taylor</td>
<td>Child and Family Development</td>
<td>M.S.</td>
<td>2004</td>
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<tr>
<td>Vanessa Volz</td>
<td>Law</td>
<td>J.D.</td>
<td>2005-2006</td>
</tr>
<tr>
<td>Julia Wilson</td>
<td>Social Work</td>
<td>MSW</td>
<td>2003</td>
</tr>
</tbody>
</table>
LONG-TERM TRAINEES continued...

Where are they now? Learning experiences with the IHDD provide our trainees with a variety of professional opportunities. Examples of the good work being done by our graduates include......

Susana Gavidia-Payne, Ph.D. (Child and Family Development, 1995), originally from Peru, is a Senior Lecturer at the Royal Melbourne Institute of Technology in Australia. susana.gavidia-payne@rmit.edu.au.

Sarita Reddy, Ph.D. (Industrial Psychology, 1998), is Associate Director of Georgia Options in Athens, Georgia, a private non-profit organizations supporting men and women with disabilities to live full and meaningful lives in their own homes and communities. Dr. Reddy, originally from India, is a frequent guest lecturer on cultural appreciation and competence in the IHDD Disability Studies Program. saritareddy@charter.net.

Jessica Rivers, Ph.D. (Child and Family Development, 1997), is in private practice and does international consulting on issues related to autism and other developmental disabilities.

Lesa Hope, Ph.D. (Social Work, 2006), is Director of Family Support at the Atlanta Alliance on Developmental Disabilities, where she works to support mothers with intellectual disabilities and their children. lesa@aadd.org.

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Alicia Bevill, Ph.D. (Education, 2002), is Assistant Professor in the Department of Special Education at UGA, where she specializes in working with children with challenging behaviors.
**Person first language** is a respectful way to speak to and about people with disabilities. In person-first language, the person is referred to first, then the disability. This reflects that the disability is a characteristic of the individual, but does not define that person. There are some words that should NEVER be used to describe people!

Students should use person first language in all discussion and writing.

<table>
<thead>
<tr>
<th>Words or Phrases to Avoid</th>
<th>Person-First Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheel chair-bound/Confined to a wheelchair</td>
<td>Uses a wheelchair</td>
</tr>
<tr>
<td>Handicapped woman</td>
<td>A woman with a disability</td>
</tr>
<tr>
<td>Handicapped parking</td>
<td>Accessible parking</td>
</tr>
<tr>
<td>He’s retarded.</td>
<td>He has an intellectual disability</td>
</tr>
<tr>
<td>Mongoloid girl</td>
<td>Girl with Down Syndrome</td>
</tr>
<tr>
<td>Mental, crazy, insane</td>
<td>Has mental illness/mental health issues</td>
</tr>
<tr>
<td>Mute</td>
<td>Doesn’t speak/use words</td>
</tr>
<tr>
<td>Hard of hearing</td>
<td>Has a hearing impairment</td>
</tr>
<tr>
<td>Deaf/dumb</td>
<td>Has deafness/doesn’t use spoken language</td>
</tr>
<tr>
<td>Crippled</td>
<td>Has a physical disability/doesn’t walk</td>
</tr>
<tr>
<td>Uses a wheelchair/crutches</td>
<td></td>
</tr>
<tr>
<td>Midget/dwarf</td>
<td>Little Person</td>
</tr>
<tr>
<td>Suffers from ….</td>
<td></td>
</tr>
<tr>
<td>Victim of……</td>
<td></td>
</tr>
<tr>
<td>Afflicted with….</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Person First Language Resources**

- [http://www.southernct.edu/departments/drc/faculty/Language.htm](http://www.southernct.edu/departments/drc/faculty/Language.htm)
- [http://www.asha.org/about/publications/journal-abstracts/submissions/person_first.htm](http://www.asha.org/about/publications/journal-abstracts/submissions/person_first.htm)
The term developmental disability means a severe, chronic disability of an individual that (a) is attributable to a mental or physical impairment or combination of mental and physical impairments; (b) is manifested before the individual attains age 22; (c) is likely to continue indefinitely; (d) results in substantial functional limitations in 3 or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency; and (e) reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

Other Disabilities
In recognition of the common issues and experiences shared by people with many types of disabilities, the IHDD also works with people with a variety of other disabilities, including spinal cord injury, traumatic brain injury, mental illnesses, and sensory or physical disabilities.
**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: Disability Issues Across the Lifespan)

**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: Disability Advocacy Practicum)

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

**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: Disability Advocacy Practicum)

**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: Disability Issues Across the Lifespan).

**Interdisciplinary collaboration has become increasingly important. The students need more opportunities to collaborate during our formal education in order to incorporate this into our formal practice in our 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.**

Continued…
My personal experience taking an IHDD class increased my awareness of the disability community. Such an interest led 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 an 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.