

DISABILITY AND INCLUSIVE HUMAN SERVICES UNDERGRADUATE ACADEMIC CERTIFICATE

In collaboration with the Center on Disabilities in Human Development, this interdisciplinary certificate program provides opportunities for students to develop knowledge, skills, and experiences relevant to providing inclusive human services for people with disabilities and other historically marginalized groups through classroom, online, and service-learning formats. Students interested in a variety of helping professions will benefit from the certificate and the community-based learning experiences offered.

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
Academic Exploration Component		3
SOC 2010	Introduction to Inequity and Justice	
Select 6 credits of upper-division electives from the following:		6
AOLL 5260	Instructional Design and Curriculum	
ANTH 4440/5440	Health, Illness, and Society	
EDSP 3000/5200	Educating for Exceptionalities	
EDSP 4300/5300	Assistive Technology and Universal Design for Learning for PreK-12	
EDSP 5190	Orientation to Autism Spectrum Disorder	
EDCI 4240	Universal Design in Learning	
HDFS 4100	Growing Old in a New Age	
IAD 4430	Universal Design	
PSYC 3110	Abnormal Psychology	
PSYC 4190	Adult Development and Aging	
PSYC 4220	Disorders of Childhood and Adolescence	
SOC 3720	Love and Liberation	
SOC 4430	Power, Politics, and Society	
Application Component		3
ESHS/RSTM 4240	Inclusive Physical Education and Recreation	
Total Hours		12

Courses to total 12 credits for this certificate

Learn and Integrate:

1. Students will be able to identify challenges and opportunities facing people with disabilities and other minority groups across dimensions of diversity for living, working, learning, and playing in their communities.

2. Students will be able to apply interdisciplinary approaches to addressing inclusion in specific human services professions.

Think and create:

3. Students will be able to design a community-based inclusive program or activity to address human services needs in their community.

Communicate:

4. Students will be able to communicate effectively about strengths-based approaches to inclusion of people with disabilities and other historically marginalized groups through oral, written, and visual formats.

Clarify purpose and perspective:

5. Students will be able to transform their understanding of self, relationships with others, and perspectives on diversity through exposure to and direct contact with people with disabilities and other intersectional identities.

Practice Citizenship:

6. Students will be able to critique current human services systems by contrasting historical treatment of people with disabilities and other historically marginalized groups with exposure to best practices for inclusion via service-learning experiences.