

Council Approval

Note: This form is intended to track the progress of a proposal (whether from Academic Affairs or Health Sciences) through the Undergraduate and Graduate Councils.

Proposal: Transfer the Disability Studies Program from College of Health
to the School for Cultural and Social Transformation

This proposal needs to go through:

Undergraduate Council
Graduate Council
Both Approvals
Grad Approval/Undergrad Notification

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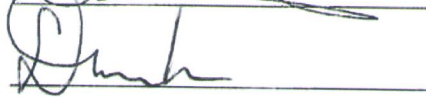
This proposal has been approved by:

Chair of Undergraduate Council



Date: 10.24.17

Chair of Graduate Council



Date: 11/1/17

Once the appropriate signature(s) have been obtained, please forward this completed form to the Office of the Senior Vice President for Academic Affairs. *(NOTE: The SVP-AA is the Chief Academic Officer for the University of Utah and reports to the Board of Regents in this capacity. When necessary, the CAO will get a signature from the SVP-HSC.)*

Chief Academic Officer



Date: 11-13-17

Once the Chief Academic Officer's signature has been obtained, this approval document will be forwarded to the **Office of the Academic Senate**.

**Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request:

University of Utah

Program Title:

Current

Disability Studies Program

Proposed (if applicable)

Disability Studies Program

Sponsoring School, College, or Division:

College of Health

School for Cultural and Social

Sponsoring Academic Department(s) or Unit(s):

Interdisciplinary

Classification of Instruction Program Code¹:

050210

050210

Min/Max Credit Hours for Full Program Required:

18 /

18 /

Proposed Effective Term for Program Change²:

Summer 2018

Institutional Board of Trustees' Approval Date:

Program Change Type (check all that apply):

| | |
|-------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> | Name Change of Existing Program |
| <input type="checkbox"/> | Program Consolidation |
| <input type="checkbox"/> | Program Restructure |
| <input checked="" type="checkbox"/> | Program Transfer to a new academic department or unit |
| <input type="checkbox"/> | Program Suspension |
| <input type="checkbox"/> | Program Discontinuation |
| <input type="checkbox"/> | Reinstatement of Previously Suspended Program |
| <input type="checkbox"/> | Out-of-Service Area Delivery Program |

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____

Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

University of Utah requests approval to transfer Disability Studies Program effective Summer 2018. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

The University of Utah's School for Cultural and Social Transformation requests approval to move the two Disability Studies courses of study—namely, the Disability Studies undergraduate minor and the Disability Studies graduate certificate—into the School, effective Fall 2018. The School also requests approval to create a new course designation, DISAB, for the core courses within the School that will support the undergraduate minor.

Disability Studies at the University of Utah currently consists of two courses of study. The Graduate Certificate in Disability Studies was established in Spring 2008; it has been in temporary suspension since May 2015 due to the retirement of Disability Studies director Cathy Chambliss. The undergraduate interdisciplinary minor in Disability Studies was established in Fall 2010 and remains active. Students in the minor take two core courses—one in Political Science (taught by Cathy Chambliss, teaching now in her retirement), one in Special Education—and three electives across a range of colleges/departments.

In approving these courses of study in 2008 and 2009, the University recognized the need for this institution to participate in the national and international growth of Disability Studies. Since the 1990s in the United States, Disability Studies has developed rapidly, building on disability rights movements to pursue an understanding of disability not solely in terms of individual medical pathology but rather in terms of the complex historical, environmental, legal, political, social, economic, and cultural structures that have identified, stigmatized, disadvantaged, and deeply affected disabled people. Disability Studies also brings to light and examines the histories, narratives, and experiences of disabled people themselves, illuminating the ways disability is experienced and claimed as an identity or culture. Disability Studies is a dynamic and interdisciplinary field of study, with more than 40 North American universities now offering some disability studies concentration, ranging from undergraduate minors to Ph.D.s.

To date, however, these programs of study at the University of Utah have been precariously located, and dependent largely on the significant labor performed by Cathy Chambliss, formerly a research associate in the Center for Public Policy and Administration. At the time of Dr. Chambliss's retirement in 2015, the core course required for both the minor and the graduate certificate was being housed in Political Science (College of Social and Behavioral Science), with teaching support from Dr. Pollie Price of the Department of Occupational and Recreational Therapies, and other funding support, including advising, being provided by Dr. Lorie Richards, then-Chair of the Department of Occupational and Recreational Therapies (College of Health).

This set-up is occurring for the final time in 2017-18, as Dr. Chambliss wishes to move on to her retirement projects, Dr. Richards wishes to see Disability Studies find a more stable home and set of supports within the University, and Dr. Mark Button, chair of Political Science, would like to see the core course relocated. This moment is thus the perfect time for the University of Utah to relocate Disability Studies to ensure that, rather than languishing, it finds a supportive home where it can grow in ways that reflect national trends towards critical and community-engaged studies of disability.

In 2016, anticipating the need for change, faculty who had been involved with Disability Studies, including Dr. Chambliss, Dr. Richards, and then-Dean of Social Work Dr. Hank Liese approached Dr. Kathryn Stockton, Dean of the new School for Cultural and Social Transformation, recognizing the interdisciplinary nature of the School and hopeful that Disability Studies might find a new home there. Disability Studies at the U has always been interdisciplinary, with the program's Working Group at various

times featuring members from across the Colleges of Social and Behavioral Science, Health, Fine Arts, Law, Humanities, Engineering, Education, and Social Work. As a result, however, supporters have been scattered across the campus, and individual departments and colleges have not felt particularly connected to or invested in Disability Studies. Disability Studies at the U has suffered from a lack of centralization, coherence, and visibility. It is vital to preserve Disability Studies' interdisciplinarity – indeed, to significantly grow its reach across campus. But it also requires a single “home base” to function as the hub for its interdisciplinary connections, providing a more stable and cohesive location from which to advise the minor, teach the core course(s), and coordinate across affiliated faculty/those teaching electives.

The new School for Cultural and Social Transformation provides the perfect home. As a unit containing two interdisciplinary divisions – Gender Studies and Ethnic Studies – the School makes the ideal location for Disability Studies, which, like Gender Studies and Ethnic Studies, pursues interdisciplinary study of social, political, economic, and environmental inequities; of social justice movements; and of underrepresented identities and cultures. In recent years, Gender Studies and Ethnic Studies publications and courses across the nation have increasingly incorporated disability topics, recognizing the significance of disability as a category of identity and experience that intersects with gender, sexuality, race, and class. The divisions within the School are committed to forging connections both between their divisions and across campus; from this institutional site, Disability Studies could become a revitalized entity, reestablishing connections with formerly affiliated faculty and seeking out new faculty who might also take up affiliate status and/or teach elective courses. This increased visibility would also result from the implementation of new course designator, DISAB, to be attached to the required courses within the School that support the undergraduate minor.

The relocation of Disability Studies to the School for Cultural and Social Transformation would attach Disability Studies to tenured or tenure-track faculty who are expert and invested in the field. The transition and early years of Disability Studies within the School would be overseen by Dr. Angela Smith, an Associate Professor in English and Gender Studies whose areas of research and teaching are in Disability Studies. The School has also committed to hire a second Disability Studies professor into Gender Studies, who would be available to teach the core courses for the minor and to take on administrative duties related to Disability Studies. This search is now in process. In addition, the School is willing to provide advising support for the minor, which would be taken up by our Student Support Coordinator, Jennifer Wozab.

These guarantees of faculty hiring and staff support demonstrate the long-term commitment of the University and the School for Cultural and Social Transformation to Disability Studies. The faculty in Gender Studies and Ethnic Studies have voted unanimously to support the move of Disability Studies into the School. Such uniform approval signals a strong foundation for the growth of the minor, for the eventual resumption of the graduate certificate, and, it is to be hoped, for even more significant developments towards program status.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at highereducation.utah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in highereducation.utah.org/policies/policyr315/. Will faculty or staff structures be impacted by the proposed change?

As noted above, over forty North American universities have recognized the value of formalized courses of study in Disability Studies. In the PAC-12, the University of Utah is one of five institutions offering a Disability Studies minor, while several of the others provide Disability Studies-themed courses and/or interest groups. (The University of Washington also offers a Disability Studies major.)

A Disability Studies course of study, as informed by the Society for Disability Studies' 2004 guidelines, provides a highly interdisciplinary learning experience that complicates the medicalized “deficit” model of disability; explores social, political, cultural, and economic factors that shape disability; considers the different ways disability is understood and constructed across history, cultures, and nations; and foregrounds the experiences and perspectives of disabled activists, scholars, artists, thinkers, faculty, and students. These courses of study are thus ideal for students seeking careers in (among other fields) architecture, education, fine arts, law, medicine, physical and occupational therapy, policy-making, public health, public administration, recreation and sport-related professions, and social work. Whatever profession students take up, a Disability Studies minor or graduate certificate prepares them to understand key disability (and universal) issues of accessibility, design,

inclusion, assistive technologies, terminology, political and social history, cultural diversity, civil rights, social justice, and bio-ethics, while also attuning them to varied ways of thinking, communicating, and moving through the world. To that extent, Disability Studies addresses the University's mission to "promote education, health, and quality of life."

Suspension, Discontinuance, or Reinstatements ONLY

If suspending a program, indicate the statewide impact of this change. Explain the reason for suspension and the anticipated length of time for the suspension.

If discontinuing the program, indicate the statewide impact of this change. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.

If reinstating a program, indicate the statewide impact of this change. Explain the reason for reestablishing the program and explain any changes being made to original program.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

The primary cost for the relocation of Disability Studies into the School for Cultural and Social Transformation is a teaching release awarded Angela Smith to oversee the proposal and transition, a cost absorbed by the Gender Studies Division. Going forward, advising support for the minor will be provided by the School's Student Support Coordinator, at no extra cost, and teaching support for the minor will come from Angela Smith and the new hire into Gender Studies; thus, Gender Studies will again be enabling its personnel to teach in and support Disability Studies. The immediate aims of Disability Studies -- to support and grow the minor, to reactivate the Graduate Certificate at some point, and to facilitate faculty collaboration in disability research and teaching -- will not accrue any costs. Disability Studies may in future seek to grow its visibility by organizing on-campus events or conducting community outreach; these activities will likely be funded by pertinent grants/fellowships.



**COLLEGE OF SOCIAL
AND BEHAVIORAL SCIENCE**

Departments

Anthropology

Economics

Family & Consumer Studies

Geography

Political Science

Psychology

Sociology

Interdisciplinary Programs

Environmental &

Sustainability Studies

Health, Society & Policy

ROTC

Aerospace Studies

Military Science

Naval Science

Institutes and Centers

Archaeological Center

National Center for Veterans Studies

Child & Family Development Center

DIGIT Center

Tanner Human Rights Center

Kathryn Stockton

Associate Vice President for Equity and Diversity
Dean, School for Cultural and Social Transformation
University of Utah

Dear Associate Vice President Stockton:

I write to support the relocation of the Disability Studies two courses of study into the new School for Cultural and Social Transformation. The College of Social and Behavioral Science supported the creation of the Disability Studies graduate certificate and minor in 2008 and 2009, respectively, but it has been clear that these courses of study have somewhat languished, divided as they were between different locations on campus. The recent retirement of former Disability Studies director Cathy Chambless has left the courses of study with an uncertain future, and I think this is an opportune time for the University to recommit to Disability Studies, a field growing in visibility across North American universities.

The positioning of these interdisciplinary courses of study within the School for Cultural and Social Transformation, a move strongly supported by Dean Kathryn Stockton, makes perfect sense, and our College is excited to see how the new School will strengthen and grow Disability Studies. We would welcome potential collaborations on disability-related projects between CSBS and those in the School for Cultural and Social Transformation.

Sincerely,

Cynthia A. Berg
Dean, College of Social and Behavioral Science
Professor of Psychology

Office of the Dean

Building 73, First Floor

332 South 1400 East

Salt Lake City, Utah 84112



August 23, 2017

Kathryn Stockton, PhD
Dean, College of Cultural and Social Transformation
University of Utah
CAMPUS

Dear Dean Stockton:

This letter is intended to ensure you that the College of Education is strongly supportive of the decision to relocate the Disability Studies graduate certificate and Disability Studies minor into the School for Cultural and Social Transformation. Several faculty in our college are intensely interested in disability matters and conduct research with populations who have a wide range of disability and provide instruction on disability issues in their classes. Further, many of the students who graduate from the Department of Special Education or Educational Psychology, specifically School Psychology, enter professions where they work in settings that support individuals with disabilities (e.g., autism, intellectual disability, and traumatic brain injury). Interdisciplinary study of disability is highly important for these students, putting them in contact with diverse political, theoretical, and cultural understandings of disability, and thus providing a broader context for their work.

The College of Education endorsed the creation of the existing Disability Studies minor in 2009. Given the dispersal of the minor across various academic units and the retirement of its former director, Cathy Chambless, however, the Disability Studies minor has not been promoted as much in recent years, and has not been as visible. As a researcher in the disability field and trainer of students who spend their careers working with these populations, I feel that transitioning the Disability Studies minor and certificate into the School for Cultural and Social Transformation will give this area stronger institutional grounding and provide the robust support that will enable it to reach a wider student population. Further, I expect the School's interdisciplinary nature will help sustain and intensify connections across campus by involving a greater number of faculty working in the area of disability.

Our College looks forward to working on disability studies initiatives with faculty in the new School. Please let me know what else I can do to assist you with this effort.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Elaine Clark'.

Elaine Clark, Ph.D.
Dean, College of Education
Professor, Department of Educational Psychology

August 24, 2017

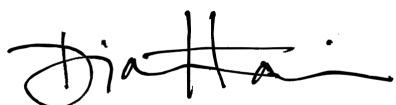
To whom it may concern,

I write in full support of the relocation of the Disability Studies minor and graduate certificate into the School for Cultural and Social Transformation. The College of Humanities supported the creation of the Disability Studies graduate certificate in 2008; however, when I took up the position of Dean of Humanities in 2015, I was unaware of the College's ongoing connection with Disability Studies, insofar as the latter's web page positions it as an interdisciplinary program within the Humanities. The invisibility of this connection testifies to the ways that a piece-meal approach has perhaps done Disability Studies a disservice at the University, and I am delighted that steps are being taken to make this course of study more cohesive and provide it with a stronger institutional home.

I am a strong proponent of interdisciplinary work and very much affirm the need for this kind of study of disability, in which humanistic, cultural, social, and political understandings of disability can be undertaken, thus providing a nuanced context for hearing the stories and advancing the rights of people with disabilities. Having spoken with Dean Stockton, I am confident that the School for Cultural and Social Transformation will provide a nurturing environment in which Disability Studies can not only make its minor and graduate certificate more visible, but also in which it may hopefully grow towards program status.

Again, I affirm my eager support for this relocation, which seems necessary to the success, at our university, of a vital interdisciplinary field that has been growing rapidly in significance across North American campuses.

Sincerely,



Dianne Harris, Dean

August 23, 2017

To whom it may concern,

I am writing to endorse the relocation of the Disability Studies graduate certificate and Disability Studies minor into the School for Cultural and Social Transformation. The College of Health supported the creation of these programs of study in 2008 (graduate certificate) and 2009 (minor) and continues to value the sustenance and development of interdisciplinary undergraduate and graduate studies in disability. I understand that support for Disability Studies has been intermittent and spread across different academic units, and that its director has recently retired, leaving Disability Studies at somewhat of an impasse. But study of disability from diverse disciplinary perspectives remains vital, providing necessary political, social, and cultural contexts for the academic and professional careers of the many Health students who will work with, and seek to enhance the lives of, people with disabilities.

I believe the School for Cultural and Social Transformation will provide a logical home for Disability Studies, given that the School is comprised of other interdisciplinary units – Gender Studies and Ethnic Studies. Dean Kathryn Stockton is fully supportive of this move, and the commitment to hire a second disability studies scholar into Gender Studies, to help Disability Studies grow and flourish, indicates the positive directions in which Disability Studies will move under the guidance of the School's faculty and administrative staff. I look forward to the research, teaching, and learning opportunities this move will enable for faculty and students alike.

Sincerely,



David H. Perrin, PhD
Dean and Professor

HEALTH, KINESIOLOGY
AND RECREATION

NUTRITION AND
INTEGRATIVE
PHYSIOLOGY

COMMUNICATION
SCIENCES AND
DISORDERS

OCCUPATIONAL
AND RECREATIONAL
THERAPIES

PHYSICAL THERAPY AND
ATHLETIC TRAINING