MEMORANDUM

TO: Jennifer King Rice
   Dean, College of Education

FROM: Elizabeth Beise
      Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Minor in Disability Studies (PCC Log No. 19002)

At its meeting on October 4, 2019, the Senate Committee on Programs, Curricula and Courses approved the proposal to establish a minor in Disability Studies. A copy of the approved proposal is attached.

The minor is effective Spring 2020. Please ensure that the minor is fully described in all relevant descriptive materials.

MDC/
Enclosure

cc: Janna Bianchini, Chair, Senate PCC Committee
    Barbara Gill, Office of Enrollment Management
    Reka Montfort, University Senate
    Huifang Pan, Division of Information Technology
    Pam Phillips, Institutional Research, Planning & Assessment
    Kendall Augenbaugh, University Archives
    Linda Yokoi, Office of the Registrar
    Doug Roberts, Office of Undergraduate Studies
    Laura Stapleton, College of Education
    William Ming Liu, Department of Counseling, Higher Education, and Special Education
University of Maryland PCC
Program/Curriculum/Unit Proposal

Program: Disability Studies Minor

Department/Unit: CHSE - Department of Counseling, Higher Education, and Special Education

College/School: College of Education

Proposal Contact Person (with email): Peter Leone, leonep@umd.edu

Type of Action (check one):
- Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)
- Curriculum change is for an LEP Program
- Rename a program or formal Area of Concentration
- Establish/Discontinue a formal Area of Concentration
- Other: Establish a new academic degree/certificate program
- Create an online version of an existing program
- Establish a new minor
- Suspend/Discontinue a degree/certificate program
- Establish a new Master or Certificate of Professional Studies program
- New Professional Studies program will be administered by Office of Extended Studies

*Italics indicate that the proposal must be presented to the full University Senate for consideration.*

Approval Signatures - Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).

1. Department Committee Chair  
   Cixin Wang
   5/10/19

2. Department Chair  
   William King Liu, UM
   5/10/19

3. College/School PCC Chair  
   John E. O'Farrell
   5/16/19

4. Dean  
   Jennifer King Rice
   5/18/19

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC  
   Jessica Bianchini
   10-9-19

7. University Senate Chair (if required)  
   Elizabeth B. Beine
   10/24/19

Instructions:
When approved by the dean of the college or school, please send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, and email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

**Summary of Proposed Action (use additional sheet if necessary):**

The attached proposal is designed to establish a 15 credit hour disability studies minor. The required and elective coursework included in the program are currently in the undergraduate catalogue and are taught regularly on campus. Coursework available to students enrolled in the minor come from schools and college across campus. Resources required to launch the program - advising and space - will be provided by CHSE. An anticipated 25 students will be admitted to the minor each year.

**Unit Code(s) (to be entered by the Office of Academic Planning and Programs):**

Unit Code: 012031001310601
EDUC-Counseling, Higher Education and Special Education
Title of the Minor: Disability Studies

Start Term for Minor: Spring Semester, 2020

The following prompts are based on academic policies for programs as well as questions frequently asked by review committees. Please feel free to add additional information at the end of this document or in a separate appendix.

1. Catalog description of minor. (Do not include course requirements)

The Disabilities Studies minor enhances student understanding and inquiry for an evolving, inclusive, interconnected world by reframing disability as a social construct that exists along a continuum of human diversity.

2. Rationale for creating the minor. Indicate how the minor is a coherent field of study.

During the past 50 years, the concept of disability has evolved. Cultural and technological changes have had a profound impact on individuals we have traditionally identified as disabled, their families, and agencies. For example, medical scientists and engineers have developed procedures to prevent the occurrence of disabilities, mitigate the impact of differences and disabilities on daily activities, and identify the causes associated with specific conditions. Techniques and devices have also been developed to provide greater access to athletic competitions, cultural events, and housing among those with disabilities and to rehabilitate those who experience serious trauma. Concurrently during this same time, Deaf individuals and others have eschewed being labeled or classified as having a disabling condition. Rather they identify themselves as members of a community and a culture with a unique communication system and related norms and mores.

Acknowledging serious barriers to opportunity and access in housing, education, transportation, and employment, the United States and other countries have passed legislation and implemented regulations to provide greater access to all citizens. Understanding barriers to access in physical and virtual environments is an essential element in this process. Often access to accommodations and supports for those considered disabled is predicated upon a process of labeling and/or identification as a person with a disability. In spite of progress toward access to employment, housing, recreation, and artistic events during the past 25 years, there is considerable work to be done.

The proposed disability studies minor is designed to promote the study of disability and prepare students for an inclusively designed world. The minor will also promote awareness and challenge students to examine the concept of disability historically, in contemporary society, and in their chosen fields of study. Through required and elective courses, students will explore challenges and opportunities we face in making our world more accessible to all. Students will study and learn about how culture, education, and technology have shaped and continue to shape our definition and understanding of those considered differently abled and/or disabled.

Across North America, more than 40 colleges and universities offer disability studies as an undergraduate major and/or offer master's or doctoral programs. Universities with disability studies programs include Ohio State, Syracuse, UC- Berkeley, Iowa, UC- Los Angeles, U Illinois – Chicago, Washington, and Wisconsin.
3. Potential student audience and anticipated enrollment at steady state.

Twenty-five (25) undergraduates will be admitted to the Disability Studies Minor each year on a first come basis; total enrollment in the Minor at any given time will be approximately 100. Several years ago faculty surveyed students about their interest in a disability studies minor; there was strong interest among students in disability-related course work and at campus events focusing on disability issues. Information obtained through the Office of Student Services of the College of Education shows that during 2016-2019 approximately 13 students on campus have completed two or more of the three required course options for the proposed minor.

4. Indicate course numbers, titles, and credits for course requirements. A minor should have no fewer than 15 and no more than 24 academic credits. Nine credits must be at the upper level (300 or 400-level courses).

<table>
<thead>
<tr>
<th>MINOR REQUIREMENTS (TOTAL 15 CREDITS)</th>
<th>Courses/Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Lower Division Foundational Courses (2 courses)</td>
<td>EDSP 289i, Disability: From Stigma and Side Show to Mainstream and Main Street, Fall/Spring (180 seats), Summer (25 Seats) <strong>AND</strong> EDSP 220, Disability in Community: Access, Accommodation, and Adaptation, Fall/Spring (50 seats), Summer (15 seats) <strong>OR</strong> HESP 202: Introduction to Hearing and Speech Sciences (Fall 115 seats), Spring (99 seats), Summer (20 seats)</td>
<td>6</td>
</tr>
<tr>
<td>Elective Courses (3 courses)</td>
<td>BMGT 360 Strategic Management of Human Capital, Fall (108 seats), Spr. (120 seats) COMM 382 Intercultural Communication, Fall (96 seats), Spr. (105 seats) INST 466: Technology, Culture, and Society, Fall (120 seats) Spr. (45 seats) EDHD310: Your Brain on Education: The Neuroscience of Learning and Development, Fall (20 seats) EDSP 220: Disability in Community: Access, Accommodation, and Adaptation, Fall/Spr. (50 seats total), Summer (15 seats) EDSP 470: Introduction to Special Education, Fall (80 seats), Spr. (80 seats), Summer (40 seats) EDSP 498: Special Problems in Special Education (directed study) ENGL 296: Reading and Writing Disability, Fall (20 seats) ENME 444: Assistive Robotics, Fall (30 seats) HESP 202: Introduction to Hearing and Speech Sciences (Fall 115 seats), Spring (99 seats), Summer (20 seats) HONR 248H: From Willowbrook to Attica: Delinquency in the Context of Disability, Fall (20 seats) HONR 218V: Disability Culture and Life Narratives, Fall (20 seats)</td>
<td>9</td>
</tr>
</tbody>
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1 All courses listed are 3 credit courses. Number of available seats is based current information from Testudo.

2 Students enrolling in EDSP498 must register for 3 credits.

3 Requires permission of ENGR. See attached correspondence.
Students must pass all courses for the minor with a grade of C or better. No more than six credits can come from off-campus (study abroad, transfer, etc.). Nine of the 15 credits required for the minor must be at the 300 course level or above.

Other elective courses may be included in the DS Minor with program advisor's approval.

5. Please provide the course catalog information (credits, description, prerequisites, etc.) for any new courses. Suffix "Selected" or "Special" topics courses should be avoided. If suffixed-Selected or Special Topics courses are offered regularly in the new program, you should make the courses permanent.

Please note: new courses or modifications to courses need to be submitted through the Testudo Curriculum Management system and will need to follow the normal VPAC course proposal review process. You may submit individual course changes to VPAC concurrently with the PCC proposal; however, the course changes may be held depending on the outcome of the PCC proposal.

All courses listed are approved and are in the undergraduate course catalog and are offered at least once each academic year.

6. Supporting documentation. Correspondence from any department(s) or programs whose courses will be required or who may be otherwise affected by the new minor. Use space below for any comments. Otherwise, add supporting correspondence as an appendix.

The attached correspondence includes letters of support from several chairs (HESP, SOCY, & CHSE) and from the units whose courses are listed as electives (BMGT, COMM, EDHD, ENGL, ENME, INST).

7. List the expected learning outcomes and indicate how these outcomes will be assessed.

Undergraduate students from a wide range of academic disciplines will develop foundational knowledge of the emerging field of disability studies. Students enrolling in a Disability Studies Minor will:

- Increase cultural competency by critically examining disability as a global societal phenomenon (EDSP220, EDSP289i, HESP202).

- Acquire an awareness and understanding of the various roles and rights of disability in history and in modern society (EDSP220, EDSP289i).

- Explore the Disability Studies' framework within their field of study and intended profession to enhance advocacy, inclusive best practices, and their role as a change agent (EDSP220, EDSP289i, BMGT360, COMM382, INST466, EDHD310, EDSP498, ENGL396, ENME444).

- Examine ways in which systems inhibit and promote full participation of people with disabilities (EDSP220, EDSP289i, BMGT360, INST466,).
• Develop analytical and observation skills and apply inclusive disability frameworks to academic, professional, and personal lives (EDSP220, EDSP289i, HESP202).

Student performance will be assessed through successful completion of required and elective coursework.

8. Programmatic oversight. Who will be the faculty that oversee the minor?

Dr. Peter Leone, Professor in CHSE will oversee the program. Once approved, an advisory board will be formed to provide guidance and support to the new program during its first year of operation. Dr. Patricio Korzeniewicz, Chair of Sociology, Dr. Rochelle Newman, Chair of Speech and Hearing, and Dr. Will Liu, Chair of the department proposing this minor have agreed to serve on this advisory group.

9. Describe how students are admitted to the minor program. If admission to the minor will be competitive, describe and explain the criteria that will be used for admission.

Students will apply on-line to the DS Minor by uploading an unofficial copy of their undergraduate transcript along with a brief statement of interest and intent. Admission to the minor is not selective; the first 25 applicants who meet the admission criterion of a grade point average of 3.0, will be admitted. Students will also be required to submit a statement of interest in the minor. Freshmen and sophomores will be eligible to apply for the minor to enable them to complete requirements within four years. Students must apply for the minor no later than their third year at the UM. A program advisor will review applications and confer with Dr. Leone prior to notifying students about their admission status. Each semester students will be able to apply to the program during a two-week window. If all 25 students are admitted in the fall, spring admissions will not be opened. Students will be notified of their acceptance into the minor program within one month of their application. Advising will be mandatory each semester.

10. Indicate who will provide advising for the minor program.

Oversight of this minor program will be maintained by CHSE. The attached letter from Dr. William Liu, Chair of CHSE commits space, an additional section of EDSP 289i a required course, and support for advising (10 hours/week).

11. Resources. Explain how the program’s costs will be covered.

There are minimal new costs associated with the development of the DS Minor. All courses listed are currently in the undergraduate catalogue. An additional section of EDSP 289i, a required foundational course for the Minor, will be offered spring semester of 2020. Beginning with the 2019-20 AY, the total number of seats offered each academic year will be 180. Each of the foundational courses has been offered during the summer sessions during the past several years.

Offering one additional section of EDSP 289i during the spring semester and hiring a part-time staff member to support the application process and advising are the only new expenses for the program.
Dean Wm. Cohen of Undergraduate Studies, Dean Jennifer Rice, and Chair Wm. Liu strongly support the program and have pledged their support to help launch the DS Minor. The proposed Minor has strong support from members of the President's Commission on Disability Issues (PCDI).

If approved and with the support of the College of Education Development Office, Dr. Leone will work with the philanthropy community and foundations to host a launch event for the new program.
April 15, 2019

To whom it may concern:

I am the department chair for Counseling, Higher Education, and Special Education, and I am writing to support this proposal for a Disabilities Studies Minor at the University of Maryland. I believe the rationale and the proposed course sequence fulfills a need on campus and will be well received by students.

Disabilities is wide-ranging and because of this diverse definition, almost everyone is connected to it through their relationships with family, friends, peers, and people with whom they work and study. The availability of the courses is sufficient to draw students to the topic, as demonstrated by Professor Leone’s courses on this topic. And as the University continues to embrace and celebrate the diversity of our society, it is essential that our campus provide opportunities for students to study our evolving understanding and experience of disability in the 21st Century. A Disability Studies Minor has the potential to ensure that University of Maryland students enrolled in this program have access to historical and emerging understandings and technologies in this important area.

As a minor within the department, I am committed to providing staff support for student advising. Moreover, we will have dedicated space in our department to house and support the Disabilities Studies Minor. During the Spring semester 2020 and going forward, we will offer an additional section of EDSP 389i, one of the required foundational courses for the Disabilities Studies Minor. This will provide 180 seats for this course each year.

I am pleased to offer my support of this incredibly important course of study. I believe it will enhance the academic and life experiences of students enrolled.

Warmest Regards,

William Ming Liu, Ph.D.
Professor & Department Chair
To the members of the University of Maryland PCC,

As the co-chairs of the President’s Commission on Disability Issues (PCDI), we are writing to strongly and enthusiastically support the creation of a Disability Studies Minor at the University of Maryland. PCDI is the primary advocacy body for disability issues on campus, appointed by the University President.

Disabled people are the largest minority group in the United States, and they comprise a significant portion of the population at the University of Maryland. For example, data gathered by the National Center for Education Statistics show that about 11 percent of undergraduates in postsecondary education in the U.S. have a disability.

The University already offers many uncoordinated courses related to disability in various departments, and the development of the first actual program in Disability Studies will begin to leverage these existing courses and faculty research interests for a much greater impact on campus and beyond. Degree programs such as these are still uncommon in higher education, but they demonstrate a clear commitment to advancing teaching and research related to disability, as well as make an emphatic statement about the inclusion of disabled people on our campus.

With the success of the UMD Disability Summit, a biennial cross-disciplinary conference that draws hundreds of people from around the world to campus, this University has begun steps to take an international leadership role in Disability Studies. This program is the next step for the University to expand its national and international role in education, research, and community outreach in this area.

Further, the creation of a Disability Studies Minor at the University of Maryland would aid tremendously in educating both students and faculty beyond those involved in the programs. Students with disabilities compose a meaningful constituency with experiences that are indispensable to study, teaching, and research at all levels, and efforts to facilitate their further inclusion in higher education should not wait.

Please let us know if we can provide any further information.

Ana Palla-Kane and Paul T. Jaeger, Co-Chairs
President’s Commission on Disability Issues

Ana Palla-Kane, PhD | Senior IT Accessibility and UX Specialist, Division of Information Technology
anapalla@umd.edu | (301) 405-3364

Paul T. Jaeger, PhD, JD | Professor and MLIS Program Co-Director, College of Information Studies
pjaege@umd.edu (301) 405-1741
Peter Leone, Professor
Counseling, Higher Education, and Special Education
College of Education
Campus

Dear Dr. Leone:

As the chair of the Department of the Hearing and Speech Sciences at the University of Maryland, I write in support of the establishment of a Disability Studies Minor at the University of Maryland. The minor has great potential to broaden our understanding of disability on campus and expose our undergraduates to the emerging scholarship and perspectives in this multidisciplinary field.

For students in HESP, the minor would be an attractive option. In the 21st century it is critical that students develop a broad understanding of human diversity and the emerging technologies that continue to make our world more accessible to all. Students enrolled in the minor will have the opportunity to learn about how culture, education, and the professions have shaped and continue to shape our definition and understanding of disability. I anticipate that many of our students will opt to enroll in the minor.

Furthermore, as you know from our discussion about the proposed minor, I believe that HESP 202: Introduction to Speech and Hearing Sciences would be a valuable elective for the proposed program. We would be happy to have students in this minor enroll in our course, and to consider other ways in which our programs can support one another.

I welcome this new initiative as a means of enriching and broadening the experience for our undergraduates on campus.

Sincerely,

Rochelle Newman, Professor and Chair
Department of Hearing and Speech Sciences
0100 Lefrak Hall
University of Maryland
College Park, MD 20742
(301) 405-4226
(301) 314-2023 FAX
rnewman1@umd.edu
Dear Peter,

Thanks for your note.

I will be happy to have ENME444 be included in the Disability Study Minor. Given that the course covers all major applications of assistive robotics (rehabilitation robots for neurologically impaired, prosthetics for amputees, and companion robots for cognitively impaired), I expect there to be good interest from students in this minor.

Please let me know if you wish to know more about the course, or any help needed from my end.

Best regards,
Anindo

[Quoted text hidden]
February 26, 2019

To Whom It May Concern:

I have been involved with the efforts of Dr. Peter Leone and Dr. Carolyn Fink to institute a Disability Studies minor program at UMD. I consider such a program to be a valuable addition to our undergraduate offerings, and both I and several faculty members in my department look forward to its collaborate in its development.

I will continue to support this interdisciplinary effort by serving on an Advisory Board that will meet at least 3 times during the 2019-2020 academic year. This board will guide the program to best meet student needs and serve as a campus-wide model of collaboration and diversity.

Please feel free to contact me if I can provide any additional information.

Sincerely,

Roberto Patricio Korzeniewicz
Chair, Sociology
Dear Peter,

The faculty members engaged in teaching and research in Intercultural in the department welcome the inclusion of COMM382: *Intercultural Communication* in the Disability Studies minor for undergraduates.

If you are looking into incorporating the intergroup communication aspect of disability, the following two books may be of interest to you, if you have not yet come across them.


Here is one that might be more generally useful:


Should you have additional questions, please let me know.

Best regards,

Leah Waks
Disability Studies Minor at the UM - INST466

Jessica Vitak <jvitak@umd.edu>  
To: "Peter E. Leone" <leonep@umd.edu>  
Cc: Keith Ansel Marzullo <marzullo@umd.edu>, "Paul T. Jaeger" <pjaeger@umd.edu>

Hi Peter,

I'd be happy to have INST466 included in the disability studies minor. The class focuses on a wide range of intersections between technology and society, and we spend about three weeks on topics related to accessibility, disability, and health. Other major areas covered in the class are intersections between tech and sex and race, as well as geographical considerations. This is my third semester teaching it and, thus far, it has been well received by students.

I assume you have seen a syllabus, but please let me know if you have other questions for me about the class.
What would the next steps be on my end?

Jessica

Jessica Vitak, PhD  
she/her/hers  
Assistant Professor, College of Information Studies  
Affiliate Professor, Communication Department  
Director, Center for the Advanced Study of Communities and Information (CASCI)  
Associate Director, Human-Computer Interaction Lab (HCIL)  
301-405-8617 | jvitak@umd.edu  
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[Quoted text hidden]
ENGL 296 - Reading and Writing Disability

Christina Walter <cmwalter@umd.edu>  
To: Amanda Bailey <abailley7@umd.edu>, "Peter E. Leone" <leonep@umd.edu>  
Cc: "Karen E. Lewis" <lewiske@umd.edu>

Hi Peter,

I'm the Director of Undergraduate Studies in the English department and am responding to your query about ENGL 296: Reading and Writing Disability. You are welcome to list the course among your electives for the minor. We offer the course regularly, generally at least once a year.

Regards,
Christina

Christina Walter  
Associate Professor of English  
Director of Undergraduate Studies in English  
Coordinator of ARHU Graduate Certificate in Critical Theory  
University of Maryland  
Office: 1128 Tawes Hall  Ph: 301-405-3825  
Pronouns: She/Her/Hers

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On Mon, Feb 25, 2019 at 3:44 PM Amanda Bailey <abailley7@umd.edu> wrote:

[Quoted text hidden]
Absolutely! I'd be happy to have the course listed as an elective. Let me know if you need a syllabus. I'm also teaching it during the summer online.

DJ

[Quoted text hidden]
Hi Peter,

Thanks for your email and my sincere apologies for the delayed response!

Thank you as well for considering BMGT 360 as an elective course in your i-Series Disability course (your course sounds very interesting indeed and much needed given the importance of leveraging diversity in the workplace). I'm glad to hear that some of our Smith Students have expressed interest in your course. I would love to hear a bit more about the demographics of those students (e.g., their majors/minors). If you would like to talk by phone to discuss the fit of my course further, I'm happy to do so.

My apologies again and please let me know how you would like to proceed. In the meantime, enjoy today's snow day... a great opportunity to catch up on adminstrivia and coursework for sure.

Kind regards,

Jeff

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