

Cover/Signature Page – New Programs Follow-up Report Template

Institution Submitting Request: University of Utah

Program Title: Disability Studies Minor

School or Division or Location: College of Health

Department(s) or Area(s) Location: Division of Occupational Therapy

Recommended Classification of Instructional Programs (CIP) Code¹: 42.2814

Board of Regents' Approval Date: Spring 2010

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.6.1	<input checked="" type="checkbox"/>	Three-Year Follow-Up Report of Recently Approved Programs
5.6.2	<input type="checkbox"/>	Two-Year Follow-Up Report of Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: 10/1/2013

Printed Name:

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Report – Third-Year Report Template
 University of Utah
 Disability Studies Minor
 10/1/2013

Program Description

The Interdisciplinary Minor in Disability Studies offers undergraduate students content that examines the concept of disability as a social, cultural, and political phenomenon. In contrast to medical, clinical, or therapeutic perspectives on disability, Disability Studies focuses on how disability is defined and represented in society. It rejects the perception of disability as a problem that needs to be “fixed” or “cured.” From this perspective, disability studies focuses on the social, cultural and political barriers that exist within society. Regents’ approval date was 11/03/2009. The program first started admitting students in Fall 2010. The core class for Disabilities Studies is cross listed between POLS 5324, OC TH 6350 and PADMIN 6350. The student FTE data below is from all courses.

Enrollment and Revenue Data

Use department or unit numbers as reported in the approved R401 proposal for “Prior to Program Implementation” and “Estimated” columns.

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	Year 1 (10-11)		Year 2 (11-12)		Year 3 (12-13)	
		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE <i>(Based on Fall Third Week Data)</i>	18	-	10	-	14	-	20
Total Department Faculty FTE <i>(A-1/S-11/Cost Study Definition)</i>	0	-	0.1	-	0.1	-	0.1
Student FTE per Faculty FTE <i>(from Faculty FTE and Student FTE above)</i>	0	-	10.1	-	14.1	-	20.1
Program Level Data							
Total Number of Declared Minors in Program*	0	-	Not known	-	Not known	-	15
Total Number of Program Graduates*	0	-	0	-	1	-	3
Departmental Revenue							
Total Revenue to Department <i>(Total of Funding Categories from R401 Budget Projection Table) SCH Productivity funding only</i>	-	-	\$820	-	\$1,100	-	\$1,540
Departmental Instructional Cost per Student Credit Hour <i>(per Institutional Cost Study Definition)</i>		-	\$191**	-	\$142**	-	\$99**

*Program proposal did not include estimates of student enrollment, graduates, or budget

** These figures are rough estimates because other students take the offered courses, not just minors and advising activities include the graduate certificate in Disability Studies and other students just wanting to take offered courses as these courses fulfill the diversity requirement for general education.

Institutional Analysis of Program to Date

The minor in Disability Studies had a slow start. Over the past two years, efforts to increase student enrollment has grown. The actions taken to increase student enrollment include obtaining diversity status for its core disability course, as well as community-engaged learning status, and updating program advertising on the program's website to include student testimonials. In addition to increased enrollment in the minor, an increased number of students are enrolling in this core class, helping to defray program costs. The Disability Studies program (both the minor and the graduate Certificate in Disability Studies) continues to be advised by the Disability Studies Advisory Committee, with meetings 2-3 times per year.

Strengths: Numbers of students declaring a disability studies minor are increasing each year; students represent many different majors across Colleges of Health, Education, Humanities, and Social & Behavioral Sciences; and students are reporting their experience in the core courses as life-changing.

Weaknesses: The minor in Disability Studies was started as a minor within the cross-department/inter-College funded graduate Certificate in Disability Studies, administratively housed in the Division of Occupational Therapy, College of Health. Over the years of operation, financial support from entities other than student credit hours and the Division of Occupational Therapy has been withdrawn. Current funding for the entire Disability Studies program is bare-bones: the Division of Occupational Therapy supports a part time student advisor and 10% FTE of faculty (one core Occupational Therapy faculty; one adjunct faculty) to teach 2 core courses each year. The remaining 10% FTE of the adjunct faculty is supported by agreements among the Colleges in which the courses are cross-listed to transfer Student Credit Hour funding to the adjunct faculty's department.

Record keeping was not ideal prior to Spring 2013. Since Spring 2013, record keeping was transferred to the administrative assistant in Occupational Therapy, who has experience tracking students through programs.

Employment Information

Administration of the Disability Studies Minor has not, to date, included post-graduation surveys to determine the status of graduates. Should such tracking be required, additional funds would have to be acquired to pay for the staff time to complete such tracking. The Division of Occupational Therapy is unable to devote any more funds to this minor as the program to the Division is not yet recovered by Student Credit Hour funding.