MINOR IN INTERDISCIPLINARY DISABILITY STUDIES

In Workflow

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Approval Path

1. 2026-10-06T16:17:24Z
   Laura Gaeta (l.gaeta): Approved for CSAD Committee Chair
2. 2026-10-06T16:19:31Z
   Darla Hagge (hagge): Approved for CSAD Chair
3. 2026-10-14T13:29:27Z
   Scott Thompson (irwin.thompson): Approved for HHS College Committee Chair
4. 2026-10-20T23:05:05Z
   Aishah Patterson (patterson): Approved for HHS Dean

New Program Proposal

Date Submitted: 2026-10-06T16:17:02Z

Viewing: Minor in Interdisciplinary Disability Studies

Last edit: 2026-10-06T16:17:00Z

Changes proposed by: Darla Hagge (216219342)

Academic Group: (College)

Health & Human Services

Academic Organization: (Department)

Communication Sciences and Disorders

Catalog Year Effective:

2027-2028 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Darla Hagge	hagge@csus.edu	916-278-6695

Program Snapshot

Type of Program:
Minor

Title of the Program:
Minor in Interdisciplinary Disability Studies

Designation: (degree terminology)
Minor

Delivery Mode:
Hybrid

Support Mode:
State Support

CIP Code:
05.0210

Please see the CSU/CIP Code Crosswalk: https://www.csus.edu/academic-affairs/curriculum-workflow/_internal/_documents/csu_codes_to_cip.pdf

Is this a pilot program?
No

Will this program require accreditation?
No

Provide a clear, concise overview of the program proposal (new or change) and provide a justification. For NEW programs describe the purpose and focus of the program, identify the target student population(s), and highlight key strengths and distinguishing features of the program.
Sacramento State's College of Health and Human Services is proposing a Minor in Interdisciplinary Disability Studies. The minor will provide students from diverse academic fields with an interdisciplinary understanding of disability as an important dimension of human diversity and everyday life, as well as a matter of civil and human rights.

Through interdisciplinary coursework, students will examine disability-related history, culture, rights, responsibilities, accessibility, equity, and inclusion. They will learn to recognize and challenge ableism and other discriminatory attitudes; promote access, participation, and fairness; understand the experiences and rights of people with disabilities; and contribute to the development of communities, institutions, and systems in which all individuals can participate. Depending on the electives selected, students may also engage in course-specific projects, service-learning, or other applied learning activities; however, a field experience is not required for completion of the minor.

The minor is designed for undergraduate students from a variety of majors who seek to expand their understanding of disability and develop knowledge and skills relevant to their future professions. Through interdisciplinary coursework, students will develop practical knowledge, respectful and inclusive professional attitudes, advocacy skills, and the ability to collaborate effectively across disciplines and professions. The range of elective options will allow students to pursue areas of emphasis aligned with their academic interests and professional goals.

A key strength of the minor is its interdisciplinary and socially responsive approach. Rather than examining disability solely through a clinical or diagnostic lens, the program will address disability through social, cultural, historical, legal, educational, health, and human-rights perspectives. The minor's distinguishing features will include its emphasis on disability across the lifespan; attention to accessibility, equity, and inclusion; examination of disability within community and institutional contexts; interdisciplinary collaboration; and preparation to apply knowledge in future professional and community settings. Individual electives may include applied, service-learning, or community-based components, but these components will depend on the course selected and will not be required of all students.

The proposed minor is justified by the need for professionals in a wide range of fields who understand disability and can contribute to equitable, accessible, and inclusive practices. Evidence supporting the need for the minor is provided by the results of several needs-assessment surveys conducted during 2025–2026. These surveys included four stakeholder groups: (a) current Sacramento State students, (b) Sacramento State alumni, (c) community partners and employers, and (d) students registered with the Sacramento State Disability Access Center.

The minor will complement existing programs at Sacramento State, including nursing, physical therapy, audiology, speech-language pathology, education, and Allied Health Sciences, among others. It will also address an educational need not currently met by an existing interdisciplinary program. Community and workforce needs identified through the needs-assessment surveys further demonstrate the value of preparing graduates who can work effectively with individuals with disabilities, their families, and the broader community.

Graduates of the minor will be prepared to apply their knowledge in a wide variety of professional and community settings, inform the next step in their educational journey, and make meaningful contributions to more equitable, accessible, and inclusive workplaces, institutions, communities, and systems. The minor will also support Sacramento State's commitment to interdisciplinary education, community engagement, equity, access, and inclusion.

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Curriculum Alignment and Assessment

Program Goals

Provide a brief statement of the program's overarching goals and priorities: • Describe the program's mission, focus, and intended impact on students. • Identify broad areas of emphasis (e.g., career preparation, research, community engagement, leadership development). • Goals may be aspirational or developmental and do not need to be directly measurable.

Program Goals Statement

Program Overarching Goals and Priorities

The Minor in Interdisciplinary Disability Studies will promote an inclusive, interdisciplinary understanding of disability as an important dimension of human diversity and as a matter of civil and human rights. The program will prepare students to apply knowledge about disability in their academic, professional, and community lives and to contribute to more equitable, accessible, and inclusive environments.

The program will focus on:

-Examining disability through social, cultural, historical, legal, educational, health, and human-rights perspectives

-Understanding disability across the lifespan and within diverse communities and settings

-Exploring the experiences, rights, responsibilities, and contributions of people with disabilities

-Recognizing and challenging ableism, discrimination, and other barriers to participation

-Promoting accessibility, equity, inclusion, self-determination, and social justice

-Connecting academic learning with real-world issues and, depending on elective selection, opportunities for applied, community-based, or field-related learning

Intended Impact on Students

The minor is intended to help students:

-Develop a broad and respectful understanding of disability and disability-related issues

-Apply interdisciplinary knowledge to academic, professional, and community contexts

-Develop practical skills for promoting accessibility, inclusion, and equitable participation

-Strengthen advocacy, communication, cultural responsiveness, and collaborative skills

-Work effectively with individuals with disabilities, families, community members, and professionals from other disciplines

-Recognize the ways that policies, environments, institutions, and social attitudes influence the experiences of people with disabilities

Broad Areas of Emphasis

The program's overarching priorities will include:

Interdisciplinary education: Integrating perspectives from health, education, social sciences, humanities, law, and related fields

Career preparation: Preparing students for work in professional and community settings that serve or interact with individuals with disabilities

Community engagement: Increasing students' awareness of community needs and, through selected electives, providing opportunities for applied or community-based learning

Accessibility and inclusion: Promoting the development of accessible, equitable, and welcoming environments

Advocacy and leadership development: Encouraging students to become informed advocates and leaders who can contribute to positive change

Collaboration and professional development: Developing students' ability to communicate and work effectively across disciplines, professions, and communities

Intended Long-Term Contribution

Ultimately, the minor will contribute to the development of graduates who understand disability as an integral aspect of human diversity, value the knowledge and experiences of people with disabilities, and are prepared to promote meaningful participation, equity, access, and inclusion in their future professions and communities. Depending on their elective choices, students may also gain experience with applied, community-based, service-learning, or field-related activities.

Program Learning Outcomes

Provide measurable, program-specific learning outcomes that reflect the most important competencies students will demonstrate upon completion of the program. Programs are expected to assess and use PLOs for continuous improvement.

Program Learning Outcomes

Learning Outcome
1. Explain foundational concepts, historical developments, theories, and contemporary issues in Disability Studies.
2. Analyze disability as a social, cultural, political, and lived experience, including its intersections with race, ethnicity, gender, sexuality, socioeconomic status, age, and other identities.
3. Evaluate policies, practices, and institutional structures that affect disabled people using disability-affirming, equity-focused, and human-rights perspectives.
4. Apply principles of accessibility, universal design, inclusion, and disability justice to identify barriers and propose responsive strategies in educational, workplace, public, community, or professional contexts.
5. Integrate knowledge from multiple disciplines to communicate effectively, collaborate respectfully, and contribute to advocacy and positive social change involving disabled people and communities.

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5

Please attach a Comprehensive Program Assessment Plan

interdisciplinary_disability_studies_assessment_plan_REVISED.docx

Please attach a Curriculum Map Matrix

interdisciplinary_disability_studies_curriculum_map_REVISED.docx

Please attach a Five-Year Budget Projection. For NEW programs, also attach a Budget Narrative.

State Support Budget V3 (DisabilityStudies).xlsx

Please attach the updated roadmap:

Interdisciplinary_disability_studies_ROADMAP.docx

Catalog Description (catalog copy):

Minor in Interdisciplinary Disability Studies

The Minor in Interdisciplinary Disability Studies provides students with an interdisciplinary understanding of disability as an aspect of human diversity and a matter of civil and human rights. Students examine disability through social, cultural, historical, legal, educational, health, and policy perspectives, with attention to disability across the lifespan and within diverse communities. Coursework explores the experiences, rights, and contributions of people with disabilities; the impact of ableism and other barriers; and principles of accessibility, equity, inclusion, self-determination, and social justice. The minor consists of 15 units, including two required foundational courses and 9 units selected from approved interdisciplinary electives. It is designed to complement a wide range of majors and prepare students to promote inclusive and equitable practices in professional, institutional, and community settings.

Admission and Continuation Requirements (catalog copy): minimum GPA and prerequisites (if applicable), required coursework or preparation, portfolio, test scores, and/or letters of recommendation. For graduate programs: expectations for a relevant bachelor's degree (required or preferred disciplines, prerequisite knowledge, or equivalent experience), include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Title 5 Section 40510 The Master's Degree and Section 40511 The Doctoral Degree.

Admission and Continuation Requirements

The Minor in Interdisciplinary Disability Studies is open to currently enrolled Sacramento State undergraduate students. The minor has no separate admission application or additional admission GPA requirement beyond Sacramento State's university admission and continuation requirements. Students must earn a minimum 2.0 GPA in coursework applied to the minor to satisfy the University's baccalaureate degree requirements. Sacramento State Catalog (https://catalog.csus.edu/baccalaureate-degree-requirements/?utm_source=chatgpt.com)

No portfolio, standardized test scores, letters of recommendation, or additional professional preparation are required. Students must complete the two required foundational courses—HIST 174A and WOMS 75—before completing the remaining 9 units of approved electives. Students must meet course prerequisites listed in the University Catalog, except that prerequisites for approved DEAF electives and CSAD 142/CSAD 142L are waived for students completing this minor. CSAD 142 and CSAD 142L must be taken together.

Graduate admission requirements and culminating-experience requirements are not applicable because this is an undergraduate minor.

Program Requirements (catalog copy):

Program Requirements

The Minor in Interdisciplinary Disability Studies requires 15 units, including 6 units of required foundational coursework and 9 units of approved electives. Students must complete the required foundational courses before completing elective coursework.

Required Foundational Courses — 6 units

- HIST 174A — History of Disability in the United States, 3 units
- WOMS 75 — Introduction to Disability Studies, 3 units

Approved Electives — 9 units

Select 9 units from the following:

- GERO 102 — Social Policy for an Aging Society, 3 units
- GERO 103 — Applied Care Management in Gerontological Practice, 3 units
- GERO 125 — Moving Toward Equity in California Aging Policy and Practice, 3 units
- HIST 18 — Health, Medicine, and Science in America, 1600–Present, 3 units
- HIST 174B — History of Madness in the United States, 3 units
- HIST 174C — Disability in World History: A Comparative History, 3 units
- TH 111 — Science of Disability, 3 units
- DEAF 60 — Introduction to Deaf Studies, 3 units
- DEAF 161 — Deaf History, 3 units
- DEAF 162 — Deaf Culture and Community, 3 units
- DEAF 196 — Language and Society, 3 units
- CSAD 101 — Introduction to Communication Sciences and Disorders, 3 units
- CSAD 142 — Topics in Autism Spectrum Disorders, 2 units, and CSAD 142L — Service Learning in Autism and Related Neurodevelopmental Disabilities, 1 unit

CSAD 142 and CSAD 142L must be completed together and count as 3 combined units toward the minor. Prerequisites for approved DEAF electives and CSAD 142/142L are waived for students completing the minor. Students must complete all other applicable course requirements and prerequisites listed in the University Catalog.

Please attach the Curriculum Overview

curriculum-overview-guidance_Interdisciplinary Disability Studies.docx
Approval Communication with Department Chair_courses to add in minor.pdf

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