

Proposed Minor: Disability Studies

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Note: Appendix A includes list of members who have indirectly contributed and provided support for
Disability Studies Minor

A Proposal for a Minor in Disability Studies

I. Disability Studies Minor Overview

A. Minor Objectives

Disability Studies (DS) is an interdisciplinary field of study that examines the meaning, nature, and consequences of disability, as a social, cultural and political construct. In contrast to educational, clinical, medical, or therapeutic perspectives on disability, DS focuses on how disability is defined and represented in society. It dismisses the perception of disability as a functional impairment that limits a person's activities (Kanter & Ferri, 2013, p.1). DS scholars approach individuals with disabilities as a social group with its unique culture and traditions (see Appendix B).

Further, according to Society for Disability Studies (SDS) this new interdisciplinary field of study:

Recognizes that disability is a key aspect of human experience, and that disability has important political, social, and economic implications for society as a whole, including both disabled and nondisabled people. Through research, artistic production, teaching and activism, disability studies seeks to augment understanding of disability in all cultures and historical periods, to promote greater awareness of the experiences of disabled people, and to advocate for social change (as cited in Ferguson & Nusbaum, 2012, p. 71).

Disability-related discrimination is a global issue and has severely impacted the fields of education, employment, housing, transportation, cultural life, and access to public places and services. The focus of DS is to shift from a deficit model to a cultural and social construct within society's perception of disability. For instance, does society consider "disability" as stigma or strength (Berger, 2013)? Lack of training and deep understanding about "disabilities" has led to wrongful treatment of individuals with disabilities (Lamb, Weinberger, & DeCuir, 2002). Thus, the development of interdisciplinary DS minors or programs represents a preemptive educational approach to address this inescapable discrimination towards individuals with disabilities in our society. With the emphasis on a diverse and inclusive college environment, there has been a steady increase in faculty and student interest in the DS minor across campuses and disciplines.

In addition, the DS minor is committed to expand understanding of disability that derives from a variety of perspectives (e.g., culture, society, literature, philosophy, history) to challenge and modify medical and psychological models of disability and to contribute to practices in health, education, law, human policy, criminal justice, social work, psychology, and many other practical disciplines. Through the interdisciplinary lens the field of DS shifts the conversation and helps to understand the nuances of disability that are often not considered within the applied professions (Ferguson & Nusbaum, 2012). Thus, the Disability Studies minor provides an opportunity for an in-depth exploration of the field of disability studies to better prepare students to work with and advocate for vulnerable groups (i.e., individuals with differences) within the context of various majors (e.g., psychology, social work, criminal justice, special education).

B. Evaluation and Learning Outcomes Assessment Plan

The Disability Studies' curriculum facilitates critical thinking, student and faculty engagement, and an awareness and appreciation of diverse abilities and experiences by developing competency in disability theories, laws, policies, and advocacy skills. In particular, the DS minor students will be able to demonstrate achievement in the following:

Program Level Outcomes

| Program Outcomes | Program Assessment Plan |
|--|--|
| <ul style="list-style-type: none"> a. Identifying and defining fundamental principles, generalizations, or theories related to Disability Studies; b. Applying Disability theories (Stigma, Social model, etc.) and methods to multiple academic disciplines and texts as well as to experiences beyond the classroom; c. Analyzing and critically evaluating global and national perspectives and representations related to disability rights policies, laws, and history; d. Engaging with communities, from the local to the global, to advocate for an inclusive society whereby all individuals are respected and accepted; e. Examining, evaluating and critiquing the ideological assumptions enabling and disabling individuals in relation to the normative culture with regards to social institutions, professions, policies, and systems of representation. f. Developing a keen sense of social justice and advocacy skills and enhance their awareness and skills in working with individuals with disabilities and their families. Considers disability as part of the human experience; | <ul style="list-style-type: none"> • E-Portfolio that includes one of the hallmark or signature assignment from each of the courses in their DS minor • Capstone Project • Review report on enrollment data to see what are the popular courses • Exit Survey includes qualitative (Likert Scale items to understand students interest and perception; Open ended questions will focus on how did this minor extend your understanding about disability and how do you think that this minor will help you in real-life setting, etc.) |

Note. After completing the five DS courses within the minor, the students will accomplish the above-mentioned outcomes through engaging in various visual, oral, and written course assignments (e.g., readings, presentations, projects, research papers, community-based service learning projects, and exams). Not every DS course will address all the above learning outcomes; students completing the minor will demonstrate their competency in these six areas through the completion of their final portfolio.

Course Level Learning Outcomes

| Sequence (20 Credits) | Course # & Title | Learning Outcomes The students will be able to..... | Assessment |
|------------------------------------|--|--|--|
| Introductory Courses (1 course) | <ul style="list-style-type: none"> ● GSS 1062: Disability & Dignity ● GAH 2356: Disability Rights and History ● GAH 2281: Introduction to Disability Studies & Theory | <ul style="list-style-type: none"> ● Connect disability issues with those regarding gender, race, age, class, and ethnicity, and sexual orientation. ● Review and analyze disability history, rights, policies, and contemporary issues to inform their perspectives on disability and consider their dispositions on topics. ● Recognize their bias and consider multiple perspectives and voices that have shaped conceptions of disability in specific historical and contemporary contexts. ● Develop advocacy skills and enhance their awareness and skills in working with individuals with disabilities and their families. | <ul style="list-style-type: none"> ● Classroom discussions ● Presentations ● Mini papers ● Service Learning Project ● Exams |
| Electives (3 courses) | <ul style="list-style-type: none"> ● GAH 2336: Eugenics; ● ANTH 2410: Stigma ● HLTH 2210: Sign Language ● EDUC 2241: Educating Children with Special Needs | <ul style="list-style-type: none"> ● Apply theories and skills (sign language, advocacy skills) in real-world settings. ● Evaluate and critique the ideological assumptions enabling and disabling individuals in relation to the normative culture with regards to social institutions, professions, policies, and systems of representation. ● Connect disability issues with those regarding gender, race, age, class, and ethnicity, and sexual orientation. | <ul style="list-style-type: none"> ● Classroom discussions ● Presentations ● Mini Papers ● Project-based Assessment |
| Capstone Courses (1 course) | <ul style="list-style-type: none"> ● GIS 4605: Disability Advocacy and Policy ● GIS 3686: Disability Studies Around the World | <ul style="list-style-type: none"> ● Develop deep understanding of social justice issues and advocacy skills by engaging in service learning project. ● Evaluate and critique the ideological assumptions enabling and disabling individuals in relation to the normative culture with regards to social institutions, professions, policies, and systems of representation within US and around the world ● Consider Historical, current and future perspectives regarding disabilities ● Critical understanding of one's own values and those of others, and of their role in making ethical choices. | <ul style="list-style-type: none"> ● Classroom discussions ● Analysis of popular media ● Presentations ● Reflection papers ● Research Paper ● Service Learning Project |

Note. Here we have identified overall course learning outcomes for introductory, electives and capstone courses. The individual faculty members teaching these courses will provide specific course-related learning outcomes and assessments in their course syllabi.

The sustainability of the assessment process: The disability studies committee will meet and review e-portfolio to see whether students have met or not met program outcomes. Also, they will analyze exit survey data to see the trends of the minor. The exit survey will be distributed and collected at the end of the capstone course for DS minor. The survey information will help us to understand student perception and needs in the DS field.

C. Justification of the Need for This Minor

National/Regional Trends:

- When reviewing national trends, the committee discovered that the interdisciplinary nature of the DS field allows for it to be included as a minor in many career options. According to the National Center for Education Statistics, DS would be favored by five of the six largest percentages of bachelor's degrees. Health professions and related programs (11 percent), social sciences and history (9 percent), psychology (6 percent), biological and biomedical sciences (6 percent), and education (5 percent). When looking at websites such as Payscale.com (A for-profit site which lists career salaries for various degree choices), we see a vast array of possible career choices. In Appendix F, we listed the salaries and job opportunities for the majority of careers which would have an influence from a DS minor. For example, a DS minor which gives the history of the independent living movement and the ADA would be a valuable tool for someone in interior design who must take into account ADA requirements as well as the goal of universal design. Someone choosing a career in International Studies would benefit from knowledge of the ADA as well as the international perspective for the disabled as viewed in such documents as the UN Convention on the Rights of Persons with Disabilities.
- Aurora University which house a Disability Studies program, both as a minor and a major, advertises the following career option for those who study in this field:

POTENTIAL CAREER TITLES

Prepare for potential careers as a(n):

- ADA Specialist
- Caseworker/Advocate
- Community Health Worker
- Disability Specialist
- Health Educator
- Human Resource Generalist
- Human Services Assistant
- Mental Health Counselor
- Probation Officer
- Rehabilitation Counselor
- Residential Counselor
- Social Service Assistant
- Vocational Counselor/Trainer

Potential careers for graduates with additional education or experience:

- Case Manager
- Educational Counselor
- Group Home Counselor

- Residential Manager
- Social Worker

Read more about the career paths at the following websites and see Appendix E for salary and careers that may benefit by having Disability Studies minor :

<http://www.aurora.edu/academics/undergraduate/disability-studies/careers.html#ixzz4OmFmyZ70>

- In addition, earning a minor in Disability Studies will provide a deeper understanding about the Disability laws and prepare students to work with individuals with disabilities in their existing careers (e.g. educator, Casework, Police Officers, etc.). Like communication skills, in depth knowledge about disabilities could be considered as an important skill set to have in many people-related professions.
- DS is one of the fastest growing interdisciplinary minors in today’s academic culture. Cushing and Smith (2009) found “that for the 27-year period between 1981 and 2008, disability studies course offerings in English-speaking North America grew a whopping 922 percent.”

Over thirty-eight colleges and universities across the United States and Canada have a DS program, ranging from a certificate program to a Ph.D. program. For instance, recently, the University of Toronto began a Ph.D. program in DS. DS has begun to really spread throughout the academic world. Part of this is because as Johnson (2011) states this in the article “Introduction: Health and Disability”:

From about the mid-1980s increasing numbers of scholars in history, literature, theology, anthropology, and other fields have been articulating the view that disability, despite its (frequently) physically apparent manifestations, is socially constructed. This scholarship argues that physical difference, impairment, or functional limitation is not disability. Instead disability results from the constructs that the dominant culture consciously or unconsciously places upon people who physically, intellectually, or psychologically differ from some arbitrarily defined “normal”. In short, biology is not destiny for people with disabilities any more than it is for women, racial and ethnic minorities, or any other group subordinated or marginalized in Western cultures (p.2).

In an article entitled, “Disability Studies: a New Normal,” Simon (2014) indicated rising popularity and growing need for a field of DS. The Bureau of Labor Statistics estimated job increases in a variety of sectors (i.e., business, professional, labor, political, and similar organizations) that relate to DS. The interdisciplinary appeal of our proposed DS minor will allow our students to utilize this deeper understanding about nuances of disability in many different fields (e.g., health sciences, criminal justice, social work, law and policy, education, etc.).

No college or university in New Jersey has this important and vital minor. If the proposal is accepted, Stockton will be the first university to offer a DS minor in New Jersey.

- **Student Interest** (Students’ Future Perspective): Students take courses in programs which appeal to them on a personal level. Most students have personal experience in their

families with disabilities. Therefore, students may find interest in this minor coming from a personal perspective. Rosemarie Garland-Thomson (2016) recently wrote in an editorial in the New York Times:

The Centers for Disease Control and Prevention estimates that one in five adults in the United States is living with a disability [visible or invisible]. The National Organization on Disability says there are 56 million disabled people. Indeed, people with disabilities are the largest minority group in the United States, and as new disability categories such as neurodiversity, psychiatric disabilities, disabilities of aging and learning disabilities emerge and grow, so does that percentage.

Currently, many work places (health sciences, social work, etc.) require employees to be trained and equipped in working with clients with disabilities. The DS minor will prepare our student to work in inclusive settings (i.e., individuals with and without disabilities work).

The survey results showed that 282 out of the 527 (53.9%) undergraduate respondents were interested in the DS minor.

- **Target groups:** Completing a minor in DS will provide essential training to students to work with individuals with differences, understand their requirements, and advocate for individuals with disabilities; thereby, helping students prepare for graduate work. Majors with direct benefits from the Disability Studies minor are as follows:
 - Psychology
 - Criminal Justice
 - Education
 - Social Work
 - Biology (general)
 - Biology (pre-professional)
 - Health Science (Pre-CD, Pre-PT, Pre-OT, and General concentrations)
 - Nursing
 - Public Health

D. Students

In March 2014, the committee conducted an informal college-wide survey to identify the interest and perspective of a DS minor at Stockton University (see appendix D). The survey was developed using the Survey Monkey software and it was distributed via the Go Portal Stockton email system to all undergraduate students. Out of 527 undergraduate participants, 512 (85%) students declared their majors (e.g., criminal justice, hospitality management, social work, health sciences, etc.). The survey results revealed that 282 of the 527 (53.9%) participants across variety of majors were interested in the Disability Studies minor. Specifically, more than 73% of the students reported a preference for taking classes with a disability theme (e.g., courses such as Educating Children with Disabilities, or Film, Culture, and Mental Illness, etc.).

Current Enrollment in Courses Related to Disabilities:

- In last three semesters, the enrollment numbers for the proposed introductory courses (GAH 2356 and GAH 2281) are approximately 90 students.
- The admission office indicated that 384 students took at least two or more courses related to disabilities.
- Additionally, the yearly enrollment for the course EDUC 2241: Educating children with Special Needs ranges from 300 to 325 students. Across three years, approximately 780 education students completed EDUC 2241 (see Appendix C). This course is a part of DS minor electives.

E. Program Resources

1. Will any additional faculty or coordinator be needed to contribute to this program?
 - a. Since this minor is in its infancy, we recommend the proposal committee remain active and handle the work of the minor until it becomes popular. After the minor is popular and fully established, then eventually School of General Studies may request for coordinator/instructor position to facilitate administrative and teaching responsibilities for DS minor.
2. Are there adequate resources available through courses already being taught? Will additional courses need to be taught (therefore redirecting current faculty course loads/resources)?
 - a. There are adequate resources available through courses that are being taught.
 - b. Some new courses may be offered, however existing faculty members can teach courses which may fall in their current course loads (e.g., Lydia Fecteau, Priti Haria, etc.)
 - c. As the minor would be publicized, we believe more faculty will present courses to be included.
3. Is there any initial budget needed to start-up the minor (equipment or resources for printing to develop flyers, etc.)
 - a. This minor will be housed in General Studies Program, therefore, limited initial budget might be sufficient to cover minor expenses such as office supplies.
4. Are any additional resources needed from the Library (database access, books, journals, etc.)?
 - a. The library already houses many online journals, books, and databases that support literature related to DS.
5. Are there any additional resources needed from Computer Services/e-Learning?
 - a. Except for access to Blackboard and usual computer or e-learning services, we do not anticipate any specific need or special services for this minor.

F. Requirements for Achieving the Minor

Students will be required to complete 20 credit hours and will have to receive C or better in all the courses. Students will have a choice of introductory courses: GAH 2356 Disability Rights and History that would focus on issues relevant to the social and health sciences, while GAH 2281: Introduction to Disability Studies and Theory would focus on issues relevant to the humanities. At

the completion of the introductory courses, students can enroll in a choice of three pre-approved courses which are primarily, but not exclusively housed in General Studies. As students near completion of the minor, they will be required to complete a capstone course tentatively identified as GIS 4605: Disability Advocacy and Policy or GIS 3686: Disability Rights Around the World. These courses will use seminar style format and include service learning project and research paper which will provide an opportunity to students to integrate their major with the disabilities studies minor.

- **Associated Faculty:**

- Lydia Fecteau, ARHU, GS teaches:
 - GAH 2356 Disability Rights and History
 - GAH 2281 Introduction to Disability Studies and Theory
 - GIS 4605 Disability Advocacy and Policy
 - GAH 2336 Eugenics
- Patty Ayers, GS teaches:
 - GSS 2256 Exploring the Dying Process
- Ron Caplan, PUBH teaches:
 - ECON 2104 Health Care Economics
 - PUBH 3225 Health Insurance
- Christina Ferri, SOBL teaches:
 - GAH 3616 Memoirs of Mental Illness
- Kerri Sowers, BSHS teaches:
 - GSS 1065 Disability and Sports
- Priti Haria, Special Education, SOE teaches:
 - GIS 3686 Disability Rights Around the World
- Shelly Meyers, Special Education, SOE teaches:
 - GSS 1062 Disabilities and Dignity
- Zornitsa Kalibatseva, SOBL teaches:
 - GSS 3612 Culture and Mental Health
- Rodger Jackson, ARHU teaches:
 - GAH 2162 Medicine, Ethics and the Arts
- Anne Pomeroy, ARHU teaches
 - GAH 1037 Philosophy of the Other
- Carla Sy Enriquez, BSHS teaches:
 - GNM 2201 Health and Healing
- Sara Christodoulou, MSCD teaches:
 - HLTH 2210 Sign Language I (formerly CMDS 2210)

The above-listed diverse and interdisciplinary group of faculty members are experts in their field and are most capable of providing high quality research and educational experiences in the field of DS. Thus, the existing coursework offered by this group is sufficient to launch the DS minor without hiring additional faculty members. After fully establishing the minor, the DS committee will recommend to appoint a coordinator to take care of administrative responsibilities.

- **Courses: Disability Studies Minor (20 Credits):** the students must complete an introductory course, three electives, and the capstone with a C or better in order to complete the requirements for Disability Studies minor. **Below, see the list of accepted and active courses:**

| | | |
|--|---|------------|
| GAH 2281 Disability Rights and History L. Fecteau | No Prerequisite required Intro course to the minor | New course |
| GAH 2356 Introduction to Disability Theory L. Fecteau | No Prerequisite required Intro course to the minor | New course |
| GIS 4605 Disability Cultures and Advocacy L. Fecteau | No Prerequisite required Cap-stone Course for the minor | New course |
| ANTH 2410 Stigma L. Greene | No Prerequisite required Active course – last taught Fall 2015 | |
| ANTH 3325 Imagining the Body | Active course – last taught Spring 2014 <i>Prerequisites: ANTH 1100 or SOCY 1100</i> | |
| EDUC 2241 Education of Children with Special Needs EDUC staff | No Prerequisite required Active course – Taught every semester | |
| GAH 1037 Philosophy of the Other A Pomeroy | No Prerequisite required Active course – last taught Fall 2015 | |
| GIS 4670 Pestilence and Plague R. Trauma | Active in catalog—last taught Spring 2016 | |
| GAH 2336 Eugenics L. Fecteau | No Prerequisite required Active course – last taught Summer 2015 | |
| GAH 3616 Memoirs of Mental Illness G. Ferri | No Prerequisite required Active course – last taught Summer 2015 | |
| GNM 2201 Health and Healing H. Enriquez | <i>Not open to those with credit for GNM 1023.</i> Active course – last taught Summer 2015 | |
| GSS 1062 Disabilities and Dignity S. Meyers | Open to freshmen only. This is a freshman seminar. No Prerequisite required Active course – Last taught Fall 2015 | |
| GAH 2162 Medicine, Ethics and the Arts R. Jackson | Active in catalog—last taught Spring 2016 | |
| HLTH 2210 Sign Language I (formerly CMDS 2210) S. Christodoulou | Active course – last taught in fall 2015 | |
| PUBH 3225 Health Insurance R. Caplan | Active course – taught yearly | |
| ECON 2104 Health Care Economics R. Caplan | Active course | |
| GSS 2256 Exploring the Dying Process P. Ayers | Active course | |
| GSS 1065 Disability and Sports K. Sowers | Active course | |
| GSS 3686 Disability Rights Around the World P. Haria | No Prerequisite required New course—Spring 2017 (This course has a service learning component and includes international human rights and disability laws) | |
| GSS 3612 Culture and Mental Health Z. Kalibatseva | No Prerequisite required New course—Fall 2017 | |
| GNM 2312 Scientists & Disability E. Podlesny | No Prerequisite required New course—Spring 2017 | |

Note. See signed copies from the faculty members who have given permission to include their course in a minor (see Appendix I). Also, see support letters from outside faculty members and respected member of the field (see Appendix G and H).

- **Housing and timeline:** Because the goal is to make the minor equally accessible to students throughout the college, we propose that the most logical place to house the minor is in the School of General Studies.

We hope to launch the minor in the Fall 2017. We see this timeline as feasible for a number of reasons. First, all courses listed in the minor's curriculum are already part of the regular course offerings at Stockton. Second, this minor will not require hiring new faculty, and therefore, is ready to be launched at any time. Finally, the structure of the minor has the inherent potential to add valuable courses to the curriculum in the future (in major disciplines and General Studies), and could enhance students' exposure to a comprehensive liberal-arts education by exposing students to courses that they would not previously have considered.

Summary

Disability, while it is the most common minority at an estimated 45 million Americans, is a social construction. In the past, academic institutions often placed disability related courses in the health sciences or education schools. However, several researchers and pioneers of the field agree that disability, like most institutionally created minorities, is a social construct which exists in all aspects of society (Davis, 1999; Kanter & Ferri, 2013; Linton, 2005; Shakespeare, 2008). Because of its interdisciplinary nature, it seems logical to place DS minor in the School of General Studies.

In addition, keeping this minor in general studies will allow students from all majors to consider it as minor and incorporate in their coursework. This diversification will also allow professors from many disciplines to include disability as a primary feature in their courses. In addition, this minor will not only provide opportunities to students in developing understanding about disability, but will also help faculty members and our campus to be resourceful and deepen their knowledgebase about disability.

As mentioned above, the DS minor will provide the opportunity for the students enrolled to participate in active service learning opportunities. We would also like to reach out to the community to develop workshops and organize events to show how the disabled community is inclusive.

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Appendix A

List of Members Who Have Indirectly Contributed and Provided Support for Disability Studies
Minor

- Dean Robert Gregg, School of General Studies, Robert.gregg@stockton.edu
- Claire Lopatto, Assistant Dean School of General Studies, Claire.lopatto@stockton.edu
- Dr. Linda Feeney, Office of E-Learning, linda.feeney@stockton.edu
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- Dr. Katherine Panagakos, School of Arts and Humanities, katherine.panagakos@stockton.edu
- Dr. William Rosche, School of Natural Sciences and Mathematics,
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Appendix B

Explanation for Why this Minor is Called “Disability Studies?”

Disability Studies is an interdisciplinary field of the study. In general pioneers of “Disability Studies” want it to be called it as “Disability Studies” as it integrates Law, Social Justice, Human Rights, Advocacy, Education, Sociology and other subject areas.

The common thread amongst all the disciplines is disabilities. In addition, individuals with disabilities want it to be called “Disability Studies” as they do not want ambiguities by using politically correct language. They want to use “disability” as empowering word and not in a negative sense. Benjamin Reiss and David Serlin suggest in their book, *Keywords for Disability Studies* (2015):

Whereas too often the experience of disability entered the historical record only through the words of those who tried to cure, tame, correct, or end it, disability studies scholarship is now focused on building— as well as excavating from the past— a rich and self-conscious record of the perspectives of disabled people themselves. Memoirs, films, journals, performance spaces, and online social networks promoting what is sometimes defiantly referred to as “crip” culture are all regular features of this new landscape of disability; meanwhile, academic conferences, journals, and degree programs have made disability studies a prominent force on many campuses. (9)

Also, one should keep in mind that this field of study was inspired and developed by the advocates of disabilities, i.e., by individuals with disabilities and professionals who had family members with disabilities. Individuals with disabilities are the biggest advocate of this field. Thus, one honors the pioneers and advocates by keeping the name of the minor as “Disability Studies”, until the field itself changes it.

Appendix C

This Table includes Undergraduate Student Enrollment Number for EDUC 2241

| Education Course Enrollment | | | | | | | | | | | | | Term | | | | |
|-----------------------------|-----------|---------|-------|-------------|---------|-------|-----------|---------|-------|-------------|---------|-------|-------------|-------------------------------------|--|---|---|
| Subject | Fall 2014 | | | Spring 2015 | | | Fall 2015 | | | Spring 2016 | | | Grand Total | <input type="checkbox"/> Fall 2014 | <input checked="" type="checkbox"/> Fall 2015 | <input checked="" type="checkbox"/> Spring 2015 | <input checked="" type="checkbox"/> Spring 2016 |
| | REG FAC | ADJ FAC | Total | REG FAC | ADJ FAC | Total | REG FAC | ADJ FAC | Total | REG FAC | ADJ FAC | Total | | <input type="checkbox"/> 1000 Level | <input checked="" type="checkbox"/> 2000 Level | <input type="checkbox"/> 3000 Level | <input type="checkbox"/> 4000 Level |
| EDUC | 58 | 128 | 186 | 57 | 112 | 169 | 66 | 136 | 202 | 68 | 115 | 183 | 740 | | | | |
| Grand Total | 58 | 128 | 186 | 57 | 112 | 169 | 66 | 136 | 202 | 68 | 115 | 183 | 740 | | | | |

The table above is based upon course acronym and not faculty home program. Please note it is currently filtered to show UG level courses only.

REG FAC includes faculty that are full, 2/3, 3/4, or half time. *ADJ FAC* includes faculty that are adjuncts (part time) and staff/adjuncts.

Crse number 2241

Note. This table includes only students who are education major. Students from health science, social work, criminal justice and psychology program that take EDUC 2241 are not included in this table.

Appendix D

Survey: Student Interest in Disability Studies Minor- 2014

| # | Survey Questions | Response: Yes | | Response: No | | Skipped Question |
|----|---|------------------------|-----------------------------|--------------------------|--------------------------|--------------------|
| | | # of Students | Percent | # of Students | Percent | # of Students |
| 1 | If a minor in Disability Studies (DS) is offered here at Stockton College, are you likely to complete it? | 282 | 53.9% | 241 | 46.1% | 4 |
| 2 | Completed course in Disability Rights and History | 347 | 66.6% | 174 | 33.4% | 6 |
| 3 | Completed course in Introduction to Disability Studies and Theory | 365 | 69.9% | 157 | 30.1% | 5 |
| 4 | Completed course in Sign Language | 408 | 78.8% | 110 | 21.2% | 9 |
| 5 | Completed course in Film, Culture, and Mental Illness | 378 | 73.5% | 136 | 26.5% | 13 |
| 6 | Completed course in Educating Children with Special Needs | 397 | 76.8% | 120 | 23.2% | 10 |
| 7 | Completed course in History of Medicine | 317 | 61.0 | 203 | 39.0% | 7 |
| 8 | Completed course in The Veteran's Experience | 239 | 47.0% | 269 | 53.0% | 19 |
| 9 | Completed course in Disability Advocacy and Policy | 319 | 61.9% | 196 | 38.1% | 12 |
| 10 | Your Class Standing | Freshman 70 (13.4%) | Sophomore 101 (19.3%) | Junior 177 (33.8%) | Senior 157 (30.0%) | Other 18 (3.4%) |
| 11 | Are you a transfer Student? | 230 | 44.2% | 290 | 55.8% | 7 |
| 12 | What is your Major? ** | | | | | |

Note. All undergraduate students received questionnaire via Survey Monkey. Out of all Stockton undergraduate students (Spring 2014), 527 participants completed survey; ** See Appendix C for data on Question 12.

Appendix D

Qs. 12. What is your Major?***

Percent and Number of Participants from Different Majors

| Major | # of Students | Percent | Major | # of Students | Percent |
|--------------|---------------|---------|-------|---------------|---------|
| ACCT | 5 | 1.0 | HTMS | 6 | 1.2 |
| ANTH | 4 | .8 | LANG | 2 | .4 |
| ARTV | 10 | 2.0 | LIBR | 2 | .4 |
| BCMB | 9 | 1.8 | LITT | 17 | 3.3 |
| BIOL | 20 | 3.9 | MARS | 11 | 2.1 |
| BSNS | 10 | 2.0 | MATH | 16 | 3.1 |
| CHEM | 4 | .8 | MGMT | 9 | 1.8 |
| CMDS | 28 | 5.5 | MKTG | 3 | .6 |
| COMM | 10 | 2.0 | NURS | 8 | 1.6 |
| CRIM | 24 | 4.7 | OCTH | 11 | 2.1 |
| CSIS | 11 | 2.1 | PHIL | 1 | .2 |
| DANC | 1 | .2 | PHTH | 5 | 1.0 |
| ECON | 1 | .2 | PHYS | 2 | .4 |
| EDUC | 21 | 4.1 | POLS | 12 | 2.3 |
| ENGN | 1 | .2 | PSYC | 77 | 15.0 |
| ENVL | 10 | 2.0 | PUBH | 22 | 4.3 |
| FINA | 6 | 1.2 | SOCY | 6 | 1.2 |
| GEOL | 1 | .2 | SOWK | 43 | 8.4 |
| HIST | 10 | 2.0 | SPAD | 26 | 5.1 |
| HLTH | 31 | 6.1 | UNDEC | 9 | 1.8 |
| HOSP | 7 | 1.4 | | | |
| Total | | | | 512 | |

Appendix E

| Rank | Major | Mid-Career Pay | % High Meaning |
|----------|-----------------------------|----------------|----------------|
| 3 | Physical Therapy | \$86,600 | 89% |
| 4 | Practical Nursing | \$58,100 | 88% |
| 5 | Physician Assistant Studies | \$103,000 | 86% |
| 6 (tie) | Nursing | \$74,100 | 83% |
| 10 | Therapeutic Recreation | \$47,700 | 81% |
| 11 (tie) | Community Health Education | \$55,200 | 80% |
| 13 (tie) | Health | \$60,700 | 79% |
| 17 (tie) | Human Services (HS) | \$44,600 | 78% |
| 17 (tie) | Social Work (SW) | \$46,700 | 78% |
| 21 (tie) | Child Development | \$42,500 | 75% |
| 21 (tie) | Early Childhood Education | \$37,500 | 75% |
| 26 | Special Education | \$51,500 | 74% |

| Rank | Major | Mid-Career Pay | % High Meaning |
|----------|--|----------------|----------------|
| 27 (tie) | Early Childhood & Elementary Education | \$41,900 | 73% |
| 30 (tie) | Elementary Education | \$48,900 | 72% |
| 30 (tie) | Occupational Health and Safety | \$82,100 | 72% |
| 36 (tie) | Health Care Management | \$55,500 | 70% |
| 41 | Health Sciences | \$62,600 | 69% |
| 42 (tie) | Business & Healthcare Management | \$62,500 | 68% |
| 42 (tie) | Health Care Administration | \$59,900 | 68% |
| 51 (tie) | Health Administration | \$59,000 | 67% |
| 51 (tie) | Human Development | \$55,900 | 67% |
| 51 (tie) | Public Health (PH) | \$60,500 | 67% |
| 59 (tie) | Health Information Management | \$63,800 | 65% |
| 59 (tie) | Human Development & Family Studies | \$47,800 | 65% |
| 65 (tie) | Secondary Education | \$61,400 | 64% |

| Rank | Major | Mid-Career Pay | % High Meaning |
|-----------|--------------------------------|----------------|----------------|
| 71 (tie) | Education | \$57,800 | 63% |
| 71 (tie) | Pre-Medicine | \$81,200 | 63% |
| 75 (tie) | Health Services Administration | \$51,500 | 62% |
| 110 (tie) | Human Resources (HR) | \$66,300 | 56% |
| 110 (tie) | Organizational Leadership | \$65,300 | 56% |
| 110 (tie) | Psychology | \$62,100 | 56% |
| 110 (tie) | Psychology & Sociology | \$57,200 | 56% |
| 119 (tie) | Construction Engineering | \$91,000 | 55% |
| 119 (tie) | Humanities | \$57,200 | 55% |
| 119 (tie) | Social Science | \$60,000 | 55% |
| 127 (tie) | Family & Consumer Science | \$56,500 | 54% |
| 127 (tie) | Liberal Studies | \$58,600 | 54% |
| 135 (tie) | Architecture | \$79,300 | 53% |

| Rank | Major | Mid-Career Pay | % High Meaning |
|-----------|----------------------------------|----------------|----------------|
| 135 (tie) | Criminal Justice | \$59,100 | 53% |
| 135 (tie) | Criminal Justice Administration | \$63,900 | 53% |
| 135 (tie) | Interdisciplinary Studies (IS) | \$59,500 | 53% |
| 135 (tie) | International Affairs | \$66,600 | 53% |
| 135 (tie) | Sociology | \$62,300 | 53% |
| 148 (tie) | Human Resources Management (HRM) | \$68,100 | 52% |
| 148 (tie) | Public Administration | \$66,100 | 52% |
| 152 (tie) | Administration | \$57,600 | 51% |
| 152 (tie) | Criminology | \$63,600 | 51% |
| 152 (tie) | Human Resources Development | \$59,400 | 51% |
| 152 (tie) | Interior Design | \$61,000 | 51% |
| 152 (tie) | Liberal Arts | \$62,300 | 51% |
| 152 (tie) | Mechanical Engineering (ME) | \$103,000 | 51% |

| Rank | Major | Mid-Career Pay | % High Meaning |
|-----------|----------------------------------|----------------|----------------|
| 167 (tie) | American History (United States) | \$69,600 | 50% |
| 167 (tie) | International Studies | \$71,700 | 50% |
| 176 (tie) | Anthropology | \$60,500 | 49% |
| 187 (tie) | Government | \$105,000 | 48% |
| 187 (tie) | Political Science (PolySci) | \$79,900 | 48% |
| 203 (tie) | History & Political Science | \$76,000 | 47% |
| 209 (tie) | English Language & Literature | \$68,200 | 46% |
| 209 (tie) | English Literature | \$74,300 | 46% |
| 209 (tie) | History | \$73,600 | 46% |
| 209 (tie) | International Relations | \$86,400 | 46% |
| 222 (tie) | Cultural Anthropology | \$65,000 | 45% |
| 222 (tie) | Organizational Behavior | \$84,400 | 45% |
| 222 (tie) | Politics | \$84,300 | 45% |

| Rank | Major | Mid-Career Pay | % High Meaning |
|-----------|---------------------------|----------------|----------------|
| 234 (tie) | Hospitality Management | \$60,200 | 44% |
| 246 (tie) | Government & Politics | \$90,400 | 43% |
| 246 (tie) | Industrial Psychology | \$74,900 | 43% |
| 246 (tie) | International Business | \$91,000 | 43% |
| 246 (tie) | Social & Criminal Justice | \$58,100 | 43% |
| 253 (tie) | American Studies | \$72,400 | 42% |
| 253 (tie) | Legal Studies | \$57,800 | 42% |
| 263 (tie) | Literature | \$73,500 | 41% |
| 263 (tie) | Pre-law | \$71,300 | 41% |
| 275 (tie) | Law | \$77,300 | 40% |
| 279 (tie) | Business Economics | \$87,500 | 39% |
| 279 (tie) | Interior Architecture | \$72,100 | 39% |
| 279 (tie) | Philosophy | \$84,100 | 39% |

| Rank | Major | Mid-Career Pay | % High Meaning |
|-----------|------------------------|----------------|----------------|
| 298 (tie) | Hospitality & Tourism | \$62,200 | 36% |
| 307 (tie) | Industrial Design (ID) | \$82,100 | 34% |
| 311 (tie) | Design | \$72,700 | 33% |
| 324 (tie) | Communication Arts | \$55,800 | 27% |
| 330 | Logistics | \$76,500 | 22% |

*Statistics from PayScale, Inc. (2016)

Appendix F



101 Vera King Farris Drive | Galloway NJ 08205-9441
stockton.edu

School of General Studies
P: 609.652.4542 • F: 609.626.5543

October 19, 2016

Brian Tyrrell, President
Faculty Senate

Dear Brian,

I have been asked by Lydia Fecteau to indicate whether I support the proposed Minor in Disability Studies. My answer is that I am certainly supportive of the concept and would like to see the Disability Studies Minor move forward. However, there are staffing issues that need consideration. The School of General Studies is in need of positions in response to the growth of the university. Even when the growth is occurring in Business or in Health, the incoming students still need to be trained in writing and quantitative methods by our faculty. Currently we have a shortage of full-time faculty (when seen in relation to this growth), so I could not responsibly support this new requested line, if it meant that other lines requested by GENS did not move forward. Having discussed this with the FRST coordinator, I believe the GENS faculty would oppose this on these grounds as well (while also remaining supportive of the overall idea for the Minor).

I hope this is helpful. We are currently waiting to see what kinds of lines will be available, so the answer will lie at the Presidential and Provostial levels.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert Gregg', written over a horizontal line.

Robert Gregg
Dean, School of General Studies

Appendix G

Letter of Support from the Office of Service learning

The Office of Service-Learning provides the Students, Faculty/Staff and Community Partners of the Stockton University community with opportunities to engage in "Service with a Purpose". Our reciprocal relationships allow Stockton the ability to work with our communities and neighborhoods through classroom and co-curricular activities. One of the key components of any student's educational experience through service-learning is having a strong understanding of the historical and conceptual context of civil and human rights through a social justice lenses. Our reflections of our experiences helps us go deeper on our social identities. Those lenses that we carry around with us daily need to take time to process and educate ourselves on the depths of how we have been socialized. These are embedded in the roots of the activists, volunteers, organizers of the historical disability's rights movement and are a clear reminder of how important it is to be civically engaged in our community when it comes to issues of ableism.

Daniel Fidalgo Tomé, M.Ed.
Director of Service-Learning
Office of Service-Learning/ School of General Studies
Stockton University
101 Vera King Farris Drive, F-009
Galloway, NJ 08205
P: (609) 652-4256
F: (609) 626-3467
Website: www.stockton.edu/servicelearning
Facebook: www.facebook.com/stocktonservicelearning
Twitter: @StocktonSL

Appendix H



August 29, 2016

President Harvey Kesselman
Stockton University
101 Vera King Farris Dr.
Galloway, NJ 08205

Dear President Kesselman,

I am writing this support letter for the proposed minor in Disability Studies at Stockton University. I have been active in Disability Studies (DS) since 1990 through my research interests in media and disability, and I have been teaching DS since 2008 at City University of New York (CUNY), York University in Canada (where I also supervise DS master's projects), and at my home university in Maryland that just began its own Applied Adult Disability Studies minor in 2015.

This generation of college students loves interdisciplinary work, and a Disability Studies minor fits the bill wonderfully. It introduces students to an interdisciplinary field that spans the social sciences, humanities, and sciences. An interdisciplinary minor like Disability Studies blends knowledge from these areas in a way that prepares college students for the complexities of the modern workplace, in which new employees must readily adapt to a variety of new challenges. Because disability touches on all aspects of life, these students, with and without disabilities, are well-served by the many strands of knowledge they will gain from a Disability Studies minor.

For example, I once had a student who was in one of my media classes in which I had someone from the local Independent Living Center (ILC) speak about accessibility and disability rights. After graduation, the student got a job in the scheduling office of the Governor of Pennsylvania. One day disability rights protestors held a protest in the State Capitol. The co-workers of my former student heard her talk about what she learned from

my ILC speaker, so they sent her to talk to the disability protestors. The protestors were pleased to hear that she learned about disability rights in her college classroom. Meeting someone who understood their concerns and who could get them on the Governor's schedule started a significant conversation between the Governor's office and the protestors, and that disability savvy former student was the conduit who made that happen.

Having taught DS for almost a decade, I find the students, both disabled and nondisabled, open and receptive to Disability Studies content, because many nondisabled students have family members with a disability or just have grown up in a more inclusive school setting so count people with disabilities among their circle of friends. They easily understand the paradigm of Disability Studies, which recognizes that disability is not inherent in the individual as a personal problem or deficit, but rather, is a set of physical and social barriers that constrains people.

A Disability Studies minor aids students in the holistic study of the phenomenon of disability through interdisciplinary work. They learn to incorporate the experience of disability and the perspectives of people with disabilities into a research structure. Through a DS minor, students gain knowledge in major scholarly perspectives, social policy, and professional issues regarding disability.

More than 35 colleges and universities in the USA and Canada now offer some form of Disability Studies, ranging from minors to graduate degrees to certificates. In 2005, the Modern Language Association, which focuses on the study of literature and the humanities, established disability studies as a "division of study." In addition, the American Anthropological Association, the American Sociological Association, the American Philosophical Association, and the National Communication Association all have interest groups devoted to Disability Studies.

In 2013, *The New York Times* education section covered the growing Disability Studies field: "Like black studies, women's studies and other liberation-movement disciplines, disability studies teaches that it is an unaccepting society that needs normalizing, not the minority group. 'Disablement comes from a confluence of social factors that shape one's identity,' says Tammy Berberi, the 2013 president of the Society for Disability Studies. 'It is not a distinct physical condition or a private struggle.'" *The NY Times* is now hosting a new weekly Opinion series with essays and art that explore the lives of people living with disabilities, so even major institutions in society are now embracing a sociocultural approach to disability.

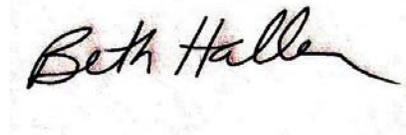
Disability Studies content contributes to a better understanding of all the perspectives (i.e. cultural, societal, literary, historical) that converge to shape perceptions of disability. This knowledge is crucial for students to understand and is integral to any careers in health,

education, law, human policy, criminal justice, social work, psychology, media, and so on.

As a truly multidimensional minor, Disability Studies will provide Stockton students with a course of study that brings the perspectives of people living with disabilities to the forefront. These perspectives are so often hidden from view that a DS minor also serves the larger community. In fact, starting our minor at Towson University led us to develop a disability film festival with The Arc of Baltimore, and faculty on campus are currently writing a grant to start a program at Towson University for students with intellectual disabilities.

I hope you will give a Disability Studies minor your utmost consideration. If you have any further questions, please contact me at (410) 704-2442 or by email at bhaller@towson.edu. Thank you for considering this minor at Stockton University.

Sincerely,

A handwritten signature in black ink that reads "Beth Haller". The signature is written in a cursive style with a long, sweeping tail on the letter "h".

Beth A. Haller, Ph.D.

Professor of Mass Communication, Towson University, USA

Graduate Director, Communication Management Master's Program, Towson University

Adjunct faculty, City University of New York Master's Program in Disability Studies

Adjunct faculty, Critical Disability Studies Graduate Program, York University, Canada



MONTCLAIR STATE UNIVERSITY

Anthropology Department
973-655-4119
151 Dickson Hall
Montclair State University
Montclair, NJ 07043

PRESIDENT HARVEY KESSELMAN
Stockton University
101 Vera King Farris Dr.
Galloway, NJ 08205

September 14, 2016

Dear President Kesselman:

I am writing in support of the proposed Disability Studies minor for Stockton University.

Disability Studies (DS) is a relatively new, and very cutting-edge interdisciplinary area of academic inquiry. In the same way that “women’s studies” and “African Studies” have utilized multiple perspectives and disciplines to examine an under-represented groups in the academy, DS follows in that same vein. There are many new programs popping up in the United States in recent years (see University of Toledo via <http://www.utoledo.edu/al/disability/> ; at New York University via http://steinhardt.nyu.edu/mcc/undergraduate/disability_minor , and for “older programs” see CUNY via <https://sps.cuny.edu/academics/undergraduate/bachelor-arts-disability-studies-ba> and UIC via <http://ahs.uic.edu/dhd/academics/phd/>). You can examine templates from these existing programs to see the nature of the content and typical courses associated with them. I would also refer you to the publication “The Crips Strike Back: The Rise of Disability Studies” by Lennard Davis, which has been cited over 70 times in academic works (https://www.jstor.org/stable/490130?seq=1#page_scan_tab_contents). In addition, the following piece published by the professional association for this field (SDS) articulates what is and is not considered “disability studies” (http://www.disstudies.org/about/what_is_ds). Both this and the Davis piece above define the nature of the field, as well as articulate the name for it as a clearly recognized field of academic inquiry.

What makes the initiative at Stockton exciting for me is that it would be the first free-standing DS minor in the State. No program exists at the undergraduate level for NJ residents – not at Rutgers, not at Montclair State, nor even at Princeton! Thus, students who are interested in DS must travel out of state to learn about this curricular content. And, for those students already enrolled in state, they remain disadvantaged by not having an organized curricular track to follow – whether they be interested in exercise physiology, occupational therapy, or pre-Med (any of the traditionally allied & “rehabilitation” professions) as well as those studying the social sciences and humanities. In fact, one of the greatest growth areas in DS in the US has been in the humanities. See, for example, the MLA (<https://medicalhumanities.common.mla.org/2016/01/05/disability-studies-sessions-at-mla-2016/>). And one only needs to do a quick google search to see the wealth of academic and non-academic works in this exciting new field.

Disability Studies should be a requirement in all “General Education” curriculum for undergraduates in the U.S. I firmly believe ALL students should be exposed to this content and

learn to see “disability” as a cultural construction, the same way that race and gender are now taught and understood as cultural constructions. Yet, for some reason, “disability” lags behind... for example, there is no mention of the “Disability Rights Movement” in most high school level history books, despite the fact that the longest occupation of a federal building in our nation’s history was conducted by disabled people (see the “504 Occupation”). So students come to college, not knowing that this is something they should know about, and I think that many faculty and administrators are equally unaware. Given this context, the data evaluating student interest in a minor at Stockton is even more impressive!

Moreover, DS content applies to many areas of applied and academic inquiry, and has the potential to give students an advantage when seeking employment after graduation. Not only it is an advantage for students involved in sciences of “the body” and more obvious intersections with child advocacy and “special education,” but in all arenas. For example, future leaders in criminal justice and policing will be able to advocate for people with disabilities utilizing a “rights-based” approach and challenge assumptions that mental illness leads to criminal behavior or learn ways to de-escalate violence for people with psychiatric impairments. Future media specialists of all kinds, journalists, writers, artists, and other content-producers can use their DS insights to write better programs, stories, and films that do not reinforce tired old stereotypes about people with disabilities. Particularly as our population ages, and many baby boomers live long lives with newly acquired disabilities (impairment is associated with age in wealthy nations), this perspective will become invaluable across many, many professions.

Our culture is changing to reflect this new understanding of disability: one that is grounded in a rights-based approach and reflects cultural identity, rather than the notion that disability is a problem belonging to individual bodies and as a form of medical essentialism. The minor, as it is proposed, would go a long way to redressing some of the deficiencies of content provided to NJ students. By approving it, Stockton could lead the way and be the first in the state to offer this content. Further, a DS program such as this would go a long way towards helping build a more inclusive and just society.

Please do not hesitate to contact me, if you would like additional information.

Most sincerely,

Elaine

Elaine Gerber, Ph.D.
Associate Professor, Anthropology
Montclair State University & former President,
Society for Disability Studies

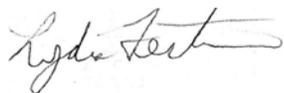
Appendix I

Signature Pages from the Associated Faculty Members and Committee Members

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Print Name: Lydia Fecteau Signature:



Date: 9/14/16

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Print Name: Patricia Ayers, LCSW

Signature:  _____

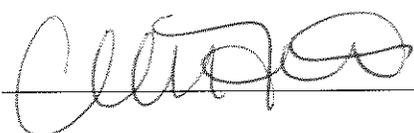
Date: 9/8/2016

Please email signed form to Lydia.Fecteau@stockton.edu. This form can be signed electronically with Acrobat Reader, or printed and then scanned and emailed.

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Print Name: Christine Ferni PhD

Signature: 

Date: 9/12/10

Please email signed form to Lydia.Fecteau@stockton.edu. This form can be signed electronically with Acrobat Reader, or printed and then scanned and emailed.

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Kerri Sowers

Print Name: _____



Digitally signed by Kerri Sowers DN: cn=Kerri Sowers, o, ou,

9/8/2016

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Print Name: _____

Shelly Meyers

Signature: _____

Date: _____

September 12, 2016

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Zornitsa Kalibatseva

Print Name: _____



Zornitsa Kalibatseva

Digitally signed by Zornitsa Kalibatseva DN: cn=Zornitsa Kalibatseva, o=Stockton University, ou,
email=kalibatz@stockton.edu, c=US Date : 2016.09.10 17:31:02 -04'00

_____ Date: __9/10/2016_____

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

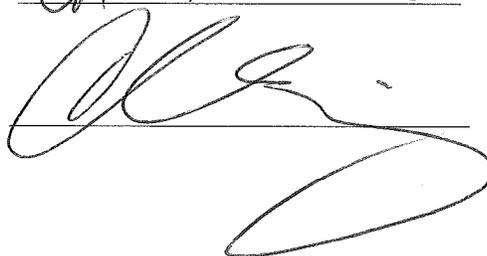
Print Name: Rodger Jackson Signature:

Rodger Jackson

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Print Name: CARLA ENRIQUETA

Signature: 

Date: 09/15/16

Please email signed form to Lydia.Fecteau@stockton.edu. This form can be signed electronically with Acrobat Reader, or printed and then scanned and emailed.

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Signature: _____

09/25/16

Ronald Caplan

Print Name: _____

Ron Caplan

Date: _____

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Priti Haria

Print Name: _____



Priti Haria

Digitally signed by Priti Haria DN: cn=Priti Haria o=Richard Stockton College of NJ ou=SOE
email=pr ti haria@stockton.edu c=US Date: 2016.09.14 18:32:25 -0400

Signature: _____

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Anne F. Pomeroy

Print Name: _____

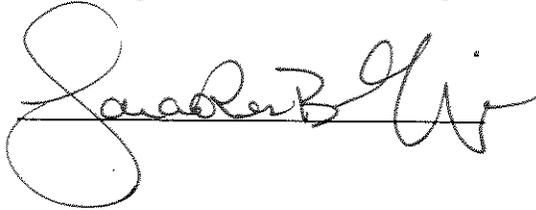
Anne F. Pomeroy

Signature: _____

Agreement for Associated faculty to the DS minor

We, the undersigned, have read the Disability Studies minor proposal and would agree to have our class included in this minor.

Print Name: Sarahese Christodoulou

Signature:  Date: 9/14/16

Please email signed form to Lydia.Fecteau@stockton.edu. This form can be signed electronically with Acrobat Reader, or printed and then scanned and emailed.

