

Proposed Minor: Disability Studies

Prepared by:

Lydia Fecteau, Adjunct Faculty of General Studies Stockton University

Active Support Committee:

School of Education:

Shelly Meyers, Ed. D., Associate Professor of Education
Priti Haria, Ph. D., Assistant Professor of Special Education

School of Health Sciences:

Kerri Sowers PT, DPT, NCS Assistant Professor of Health Science

Counseling and Health Services

Robert J. Ross, Assistant Director of Counseling & Health Services

Academic Advising

Emma M. Kluesner, Assistant Director

Revised on November 1, 2016

Note: Appendix A includes list of members who have directly 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 view "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 minor 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 expanding understanding of disability that derives from a variety of perspectives (e.g., culture, society, literature, philosophy, history) to challenge and modify medical and psychological discourses. (as cited in Ferguson & Nusbaum, 2012, p. 71).

is an age (16)

(Tw (ted in Fergus)8actiigm & NDeCur, 200

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 presentations 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, professional 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 and Capstone Project x Review report on enrollment data to see what are the popular courses x Exit Survey includes qualitative (Likret 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, 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 above learning outcomes; students completing the minor will demonstrate their competency in these 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)	x GSS 1062: Disability & Dignity x GAH 2356: Disability Rights and History x GAH 2281:		

The sustainability of the assessment process: The disability studies committee will meet and review e-portfolio to see whether students have 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:

- x 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. Appendix F, we list 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 impetus of the independent living movement and

- o Residential Manager
- o 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 a Disability Studies minor :
<http://www.aurora.edu/academics/undergraduate/disability-studies/careers.html#ixzz4OmFmyZ70>

- x 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. education, case work, 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.
- x DS is one of the fastest growing interdisciplinary minors in today's academic culture. Cushing and Smith (2009) found "that in 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

families with disabilities. Therefore, students may find interest in this minor coming from a personal perspective. Rosemarie Garland-Thomsen (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 individuals 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 527 (53.9%) undergraduate respondents were interested in the DS minor.

- x 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:

- x Psychology
- x Criminal Justice
- x Education
- x Social Work
- x Biology (general)
- x Biology (pre-professional)
- x Health Science (Pre-CD, Pre-PTePOT, and General concentrations)
- x Nursing
- x 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 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 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

- x In last three semesters, the enrollment numbers for the proposed introductory courses (GAH 2356 and GAH 2281) are approximately 90 students.
- x The admission office indicated that 384 students at least two or more courses related to disabilities.
- x 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 the 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 adding current faculty course loads/resources)?
 - a.

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.

x Associated Faculty:

- o Lydia Fecteau, ARHU, GS teaches:
 - f* GAH 2356 Disability Rights and History
 - f* GAH 2281 Introduction to Disability Studies and Theory
 - f* GIS 4605 Disability Advocacy and Policy
 - f* GAH 2336 Eugenics
- o Patty Ayers, GS teaches:
 - f* GSS 2256 Exploring the Dying Process
- o Ron Caplan, PUBH teaches:
 - f* ECON 2104 Health Care Economics
 - f* PUBH 3225 Health Insurance
- o Christina Ferri, SOBL teaches:
 - f* GAH 3616 Memoirs of Mental Illness
- o Kerri Sowers, BSHS teaches:
 - f*
- o
 - f*

GAH 2281 Disability Rights and History
L. Fecteau

No Prerequisite required

We hope to launch the minor in the Fall 2017. We set 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 offered 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 a 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 a minor and incorporate it into their coursework. This reclassification 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 a deeper 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 organizations to show how the disabled community is inclusive.

References

- Berger, R. J. (2013) *Introducing Disability Studies*. Boulder, Colorado: Lynne Rienner Publishers.
- Brault, M. (2015). "Americans with Disabilities: 2010 Household Economic Studies." *Census.gov* U.S. Department of Commerce. Web:

Appendix A

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

- x Dean Robert Gregg, School of General Studies Robert.gregg@stockton.edu
- x Claire Lopatto, Assistant Dean School of General Studies Claire.lopatto@stockton.edu
- x Dr. Linda Feeney, Office of E-Learning linda.feeney@stockton.edu
- x Daniel Tome, Office of Service Learning Daniel.tome@stockton.edu
- x Dr. Elizabeth Elmore, School of Social & Behavioral Science,
Elizabeth.elmore@stockton.edu
- x Dr. Rodger Jackson, School of Arts and Humanities rodger.jackson@stockton.edu
- x Dr. Katherine Panagakos, School of Arts and Humanities katherine.panagakos@stockton.edu
- x Dr. William Rosche, School of Natural Sciences and Mathematics,
William.Rosche@stockton.edu

Appendix B

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

Disability Studies is an interdisciplinary field of the study. 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.

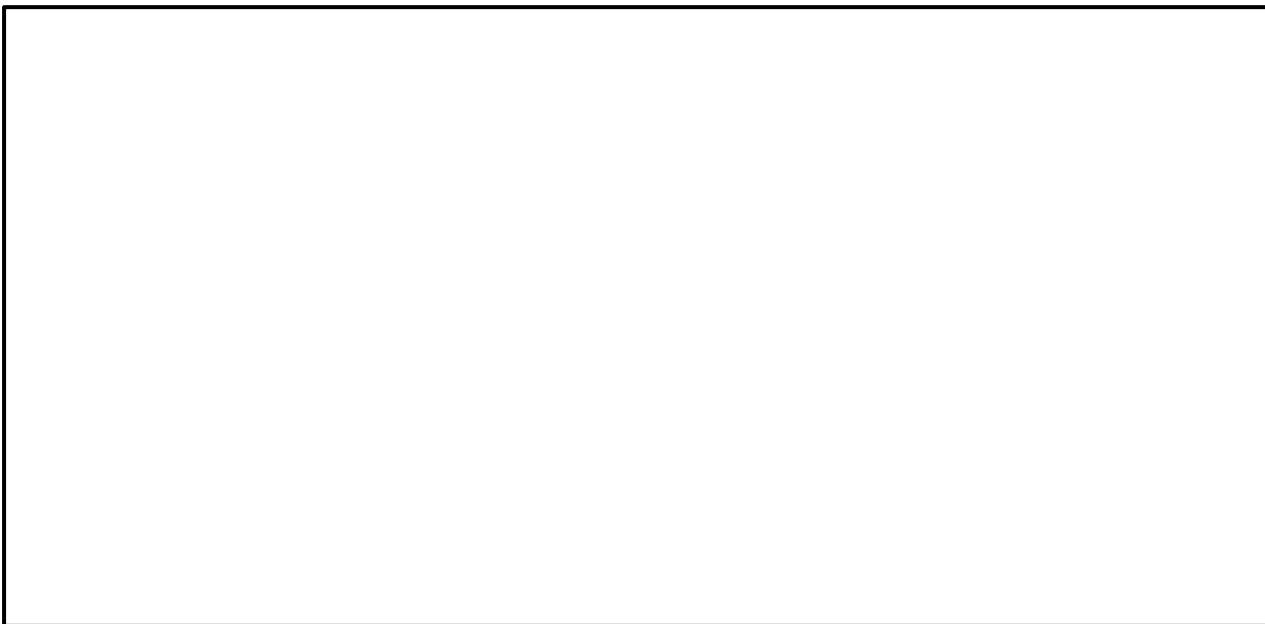
The common thread amongst all the disciplines is disability. In addition, individuals with disabilities want it to be called “Disability Studies” as they do not want ambiguities by using politically correct language. They want to use “disability” as empowering word and not in a negative sense. Benjamin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

A large empty rectangular box with a black border, intended for a table of data. The box is currently blank.

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 Disability Studies Minor- 2014

#	Survey Questions	Response: Yes		Response: No		Skipped Question
		# of Students	Percent	# of Students	Percent	
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 E

4CPM /CLQT		/KF %CTGG	*KIJ /GCPKPI
	3K\VLFD0 7KHUDES\		
	3UDFWLFD0 1XUVL		
	3K\VLFLDQ \$VVLVWDQ		
WL	1XUVLQJ		
	7KHUSSHXWLF 5HFU		
WI	&RPPXQLW\ +HDOWK (C		
WI	+HDOWK		
WI	+XPDQ 6HUYLEFHV +		
WI	6RFLDO :RUN 6:		
WI	&KLOG 'HYHORSPHC		
WI	(DUO\ &KLOGKRRG (G		
	6SHFLDO (GXFDWLI		

4CPM /CLQT		/KF %CTGG	*KIJ /GCPKPI
WI	(DUO\ &KLOGKRRG (OHPH		
WI			
	VLRQDO +HDOW		
WI	+HDOWK &DUH 0DQDJ	"E	
	+HDOWK 6FLHQFH\		

4CPM /CLQT		/KF %CTGG	*KIJ /GCPKPI
WI	(GXFDWLRQ		
WI	3UH 0HGLFLQH		
WI	+HDOWK 6HUYLEFHV \$GF		
W	+XPDQ 5HVRXUFHV		
W	2UJDQLJDWLRQDO /HD		
W	3V\FKRORJ\		
W	3V\FKRORJ\ 6RFLRC		
W	&RQVWUXFWLRQ (QJL		
W	+XPDQLWLHV		

4CPM /CLQT		/KF %CTGG	*KIJ /GCPKPI
W	&ULPLQDO -XVWLF		
W	&ULPLQDO -XVWLFH \$G		
W	,QWHUGLVFLSOLQDU\		
	UQDWLRQDO \$		

4CPM	/CLQT	/KF %CTGG	*KIJ /GCPKPI
------	-------	-----------	-----------------

4 CPM	/CLQT	/KF %CTGG	
-------	-------	-----------	--

4CPM /CLQT		/KF %CTGG	*KIJ /GCPKPI
W	+RVSLWDOLW\ 7RX		
W	,QGxvwuldo 'HVLJQ		
W	'HVLJQ		

Appendix F

Appendix G

Letter of Support from the Office of Service Learning

The Office of Service-Learning provides the Stockton, Faculty/Staff and Community Partners of the Stockton University community with opportunities to engage "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 in 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/

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, 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 protesters. The protesters were pleased to hear that she learned about disabilities 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 protesters, 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 environment.

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,

Beth A. Haller, Ph.D.
 Professor of Mass Communication, Towson University, USA
 Graduate Director, Communication Management and 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

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

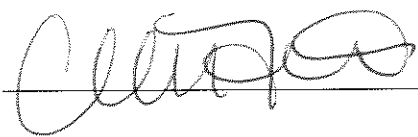
Signature: 

Date: 9/8/2016

Please email signed form to Lydia.Fecteau@stockton.edu. This form can be signed

Agreement for Associated faculty to the DS minor

Print Name: CHRISTINE FERN RMD

Signature: 

Date: 9/12/10

Please email signed form to Ludis.Footen@atoekton.edu. This form can be signed

Agreement for Associated faculty to the DS minor

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

Kerri Sowers

Print Name: _____

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

_____ Date: 9/1/0 / 2016_____

Agreement for Associated faculty to the DS minor

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

Print Name: Rodger Jackson Signature:

APPROPRIATE AGENCIES AND FIELD OFFICES

ADINA KHININ



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: _____

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

Digitaly signed by Priti Haria DN: cn=Priti Haria o=Richard Stockton College of NJ ou=SOE
email=pr ti haria@stockton.edu +US Date: 2016 09 14 18:32:25 04 00

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

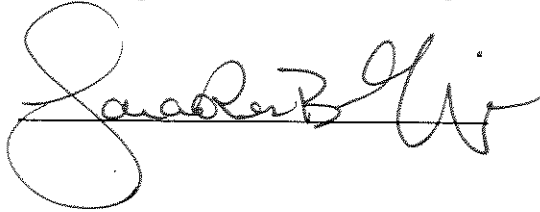
Print Name: _____

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: Sarah Rose 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
