

The completed and signed proposal should be submitted by the Dean's Office to: curriculumplanning@asu.edu. Before academic units can advertise undergraduate minors or include them in their offerings as described in the university catalogs, they must be recommended for approval by the Senate Curriculum and Academic Programs Committee and approved by the Office of the University Provost.

Definition and minimum requirements:

These are the minimum requirements for approval. Individual undergraduate minors may have additional requirements.

A minor is an approved, coherent focus of academic study in a single discipline, other than the student's major, involving substantially fewer hours of credit than a corresponding major. Certain major and minor combinations may be deemed inappropriate by either the college or department of the major or minor. Inappropriate combinations include (but would not be limited to) ones in which an excessive number of courses in the minor are simultaneously being used to fulfill requirements of the student's major.

A minor:

- Requires a minimum of 15 credit hours of which at least nine credit hours must be upper division
- Is not intended for students pursuing a major in the department which offers the minor

College/School/Institute: New College of Interdisciplinary Arts & Sciences
Department/Division/School: School of Humanities, Arts and Cultural Studies
Proposing Faculty Group (if applicable): English and Interdisciplinary Arts and Performance
Proposed Minor Name: Disability Studies
Requested effective date: 2019-2020
 For deadline dates, see: Curriculum Workflow Calendars.

Delivery method and campus or location options: select all locations that apply

- Downtown Phoenix
 Polytechnic
 Tempe
 Thunderbird
 West
 Other: _____
 Both on-campus and ASU Online* - (check applicable campus(es) from options listed above)
 ASU Online only (all courses online and managed by ASU Online)

Note: Once students elect a campus or online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus then complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

Proposal Contact

Name: Louis G. Mendoza **Title:** Director
Phone number: (602)543-6242 **Email:** louis.g.mendoza@asu.edu

DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and College/School levels of review. I recommend implementation of the proposed organizational change.

College/School/Division Dean name: Todd Sandrin, Vice Provost/Dean, NCIAS (via email)

Signature See email approval **Date:** ___ / ___ /20

College/School/Division Dean name:
(if more than one college involved)

Signature _____ **Date:** ___ / ___ /20

Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.

1. Overview

A. Description

Provide a brief description of the proposed minor.

The minor in Disability Studies explores linguistic, social, artistic, and legal dimensions of disability with the goal of improving society in ways that will benefit those with disabilities. Combining theory and practice, students will be prepared to address injustices, exclusions, and misapprehensions regarding disabilities through (self) advocacy, education, knowledge of the law and historical awareness. Students will be able to apply this knowledge toward careers in policy and advocacy, social work, education, government, community organizations and non-governmental organizations. The minor's coursework, designed to complement any undergraduate major, utilizes an electronic portfolio tailored to students' professional interests.

B. Why should this be a minor rather than a concentration?

For those wishing to major in Disability Studies, we are proposing a Disability Studies BA. The minor allows students to gain some expertise in the discipline without committing to the major, and for students pursuing degrees in adjacent areas, the Disability Studies minor will be complementary. For example, students pursuing degrees in health care will gain relevant content about disability and ableism in an interdisciplinary humanities context with the Disability Studies minor. Students in social justice programs will appreciate the emphasis placed on disability studies, an area of study underrepresented at ASU and in society, in general.

C. Affiliation

If the minor is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.

The 18 credit Disability Studies minor will allow students pursuing any ASU major the opportunity to focus on disability studies that otherwise is only available in the Disability Studies BA.

D. Demand

Explain the need for the new minor (e.g., market, student demand, interdisciplinary considerations).

According to the Census Bureau, as the population ages, the number of disabled people will grow by an estimated 21 percent between 2007 and 2030. By 2013, approximately 35 colleges and universities in the U.S. offered graduate and undergraduate degrees, minors, and certificates in Disability Studies, the oldest institutions being CUNY, Syracuse, and University of Illinois at Chicago. The New York Times reported that a degree in Disability Studies has its greatest impact when combined with another academic or professional path because this interdisciplinary approach leads to employment in so many areas, in addition to rehabilitative medicine and special education. (<http://disabilitystudies.syr.edu/programs-list/>)

E. Projected enrollment

What are enrollment projections for the first three years?

	1st Year	2nd Year (Yr. 1 continuing + new entering)	3rd Year (Yr. 1 & 2 continuing + new entering)
Number of Students (Headcount)	8	10	12

2. Support and Impact

A. Faculty governance

Attach a supporting letter from the chair of the academic unit verifying that the proposed minor has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the minor as presented in the proposal, without impacting core program resources.

Faculty governance letter is attached.

B. Other related programs

Identify other related ASU programs and outline how the new minor will complement these existing ASU programs. (If applicable, statements of support from potentially affected academic unit administrators need to be included with this proposal submission.)

The programs listed below are related only tangentially to the proposed Minor in Disability Studies inasmuch as they are invested in issues of equity, diversity, social and legal justice, human rights, advocacy, and leadership. With the exception of the Certificate in Disability Studies under development in the School of Social Transformation, none of the programs listed below have a curricular emphasis in the field of Disability Studies. We are coordinating curricular offerings with SST faculty leading the development of the Certificate in Disability Studies to integrate other courses into our respective programs.

- Community Advocacy and Social Policy, BA – School of Social Work, College of Public Service and Community Solutions
- Justice Studies, BA/BS – School of Social Transformation, College of Liberal Arts and Sciences
- Nonprofit Leadership and Management, BS - School of Community Resources and Development, College of Public Service and Community Solutions
- Social Justice and Human Rights, BA - School of Social and Behavioral Sciences, New College of Interdisciplinary Arts & Sciences
- Justice Studies, Minor - School of Social Transformation, College of Liberal Arts and Sciences
- Human Rights, Certificate - School of Social Transformation, College of Liberal Arts and Sciences
- Certificate in Disability Studies, School of Social Transformation (under development)
- National Center on Disability and Journalism, Walter Cronkite School of Journalism and Mass Communication College of Liberal Arts and Sciences
 - This is not an academic program. The goal of the NCDJ is to provide support and guidance for journalists as they cover people with disabilities. The Minor in Disability Studies will use resources offered by the NCDJ, such as the Disability Language Guide, to enhance instruction.

C. Letter(s) of support

Provide a supporting letter from each college/school dean from which individual courses are taken.

3. Academic Curriculum and Requirements

A. Knowledge, competencies, and skills

List the knowledge, competencies, and skills (learning outcomes) students should have when they complete this proposed minor. Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

Learning Outcome 1: Students will demonstrate competency (synthesize, construct, create, and justify) their understanding of the biopsychosocial implications of disability and in producing interdisciplinary disability studies research questions and analyses.

Competency 1: Summarize and interpret the biopsychosocial implications of disability and produce interdisciplinary disability studies research questions.

Learning Outcome 2: Students will also demonstrate (argue, discriminate, explain, interpret, analyze) the ability to theoretically connect ideological assumptions about disability to those regarding gender, race, age, class, nationality, and sexual orientation.

Competency 2: Connect, analyze, and synthesize knowledge of ideological assumptions about disability to those regarding gender, race, age, class, nationality, and sexual orientation.

Learning Outcome 3: Students will learn to examine and critique enabling and disabling ideological assumptions that shape social institutions, professions, policies, and systems of representation.

Competency 3: Critique the enabling and disabling ideological assumptions that shape social institutions, professions, policies, and systems of representation

Learning Outcome 4: Students will distinguish and analyze the application of qualitative methods in disability studies as they relate to research, policies, programs that seek to empower the disability community in their relationship to institutional agencies, educational and medical institutions, and various levels of government.

Competency 4: Ability to apply qualitative methods in disability studies as they relate to research, policies, programs that seek to empower the disability community in their relationship to institutional agencies, educational and medical institutions, and various levels of government.

Learning Outcome 5: Students will have the ability to categorize, compare, interpret, and compose a broader awareness of the applicability of disability studies knowledge to a wide range of professions, and increased understanding of specific careers related to working with, and by, people with disabilities.

Competency 5: Demonstrate the ability to categorize, compare, interpret, and compose a broader awareness of the applicability of disability studies knowledge to a wide range of professions, and increased understanding of specific careers related to working with, and by, people with disabilities.

B. Program Map

Attach a copy of the “proposed” map for this minor program. Instructions on how to create a “proposed minor map” in [BAMM](#) can be found in the [Build a Major Map Training Guide](#).

C. Curricular structure

Provide a description of the curricular requirements for the minor. Be specific in listing required courses as well as electives and specify the total minimum number of hours required for the minor.

Required Minor Courses				
Prefix	Number	Title	Is this a new course?	Credit Hours
DST	101	Introduction to Disability Studies (new)	Yes	3
HRC	200	Introduction to Social and Cultural Analysis (SB & C)	No	3
<i>Section sub-total:</i>				6
Elective Minor Courses (9 credit hours) Students will select three courses from the elective list.				
Prefix	Number	Title	Is this a new course?	Credit Hours
AMS/ETH/WST	449	Hate Speech, Manifestos, and Radical Writings (SB & C)	No	3
AMS/ETH/WST	469	Abject Bodies and the Politics of Trash (SB & C)	No	3
ASB/POS/SBS/SOC	339	Grassroots Social Movements (SB)	No	3
BIO	312	Bioethics (HU) or IAS 340/PHI 320	No	3
DST	322	Social and Cultural Implications of the Many Forms of Disability (new)	Yes	3
DST	458	Disability and Communication Advocacy (new)	Yes	3
ENG	469	Science and Literature (L or HU)	No	3
HRC	310	Social and Cultural Studies: Method and Theory (C)	No	3
HRC	494	ST: Veterans and Critical Disability Studies	No	3
IAP	494	ST: Accessibility in Digital Arts and Design	No	3

IAP	494	ST: Disability and Aesthetics	No	3
JUS	301	Research in Justice Studies (SB)	No	3
JUS	437	The Social Construction of Disability and Justice	No	3
JUS	494	ST: Policy, Advocacy and Disability	No	3
SOC	400	Perspectives on Aging (SB)	No	3
SOC	426	Social Inequality (SB)	No	3
WST	444	Gender, Health, and Bodies (SB)	No	3
<i>Section sub-total:</i>				9
Other Minor Requirements				
E.g. – Capstone experience, internship, clinical requirements, field studies, foreign language skills as applicable				Credit Hours
HRC 480 Capstone: Practices and Approaches (L) or IAP 484 Internship				3
<i>Section sub-total:</i>				3
Total minimum credit hours required for the minor				18

A minimum of 12 credit hours must be completed through courses offered by the School of Humanities, Arts, and Cultural Studies. 12 credit hours must be upper division.
Majors Ineligible to Add This Minor: BA in Disability Studies

D. Minimum residency requirement

How many hours of the minor must be ASU credit?

12 credit hours

E. New courses - Provide a brief course description for each new course.

Note: All new required courses should be submitted in Curriculum Changemaker and ready for Provost’s Office approval before this certificate is put on Curriculum and Academic Programs Committee (CAPC) agenda.

1. DST 101 Introduction to Disability Studies (3)

Course Description: This course provides an introduction to key concepts, methods, questions and themes in the field of Disability Studies, including an overview of the focused, unequal treatment experienced by people with disabilities. There are economic, political, social and cultural factors that should be considered by a society which normally addresses disabled bodies through medical frameworks. After completing this course, students will be able to debate ethical questions concerning genetic testing, selective abortion and disability therapies. Students will also be able to discuss how social inequalities of class, race, nationality, sexuality and gender relate to the experiences of the disabled.

2. DST 322 Social and Cultural Implications of the Many Forms of Disability (3)

Course Description: There are many types of disability, and oppression results from the socially constructed definition of disability. This course provides a careful review of the many forms of disability, considering functional restrictions created within society and the impact of cultural limitations.

3. DST 458 Disability and Communication Advocacy (3)

Course Description: In this class, students will be introduced to disability advocacy historically and in the contemporary context. Historical and legal approaches to disability advocacy will help frame students’ interrogation of contemporary disability advocacy issues and movements. Disability advocacy issues addressed in this class include questions about the meaning of disability, the ends and forms of advocacy, and the politics of dis/ability. The course emphasizes the communication practices that have constructed and debated the meanings, ethics, and ends of disability advocacy.

4. Administration and Resources

A. Enrollment criteria

Describe the procedures and any qualifications for enrollment in the minor.

Current ASU undergraduate students may pursue a minor and have it recognized on their ASU transcript at graduation. Students interested in pursuing a minor should consult their academic advisor to declare the minor and to ensure that an appropriate set of courses is taken. No prerequisites are required.

B. Administration

How will the proposed minor be administered (including enrollment, student advisement, retention, minor completion verification, etc.)?

The New College recruitment and admissions team provides admission assistance to incoming freshman students and transfer students. Student advisement and retention are administered by the New College Advising team who provide academic advising for students admitted into the School of Humanities, Arts and Cultural Studies degree programs. Degree programs housed in the School of Humanities, Arts and Cultural Studies are administered by Dr. Louis G. Mendoza, Director, and Dr. Duku Anokye, Associate Director. Other administrative and program tasks are supported by Lucy Berchini, Administrative Associate; Dennis Marsollier, Media Specialist Sr.; Tracy Encizo, Program Coordinator; and Marla Carmona, Academic Financial Specialist.

C. Resources

What are the resource implications for the proposed minor, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this minor, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this minor.

No new support staff, facilities, library resources, or technology resources are required to support this program at this time.

D. Primary faculty

List the primary faculty participants regarding this proposed certificate. For interdisciplinary certificates, please include the relevant names of faculty members from across the University.

Name	Title	Area(s) of Specialization as they relate to proposed certificate
<i>Each of these faculty members will offer between 1-2 courses a year to serve this program:</i>		
Patricia Clark, MFA	Associate Professor	Video, interactive media installations and performance, digital prints, and experimental documentary
Breanne Fahs, PhD	Professor	Women and gender studies, critical embodiment studies, radical feminism, and political activism
Carolyn Griffiths, PhD	Faculty Associate	Social work, research methods, health and social care needs of disabled individuals
Richard Lerman, PhD	Professor	Interdisciplinary media and digital art, film and media studies
Annika Mann, PhD	Assistant Professor	Literature and embodiment, literature and health
Bertha Manninen, PhD	Associate Professor	Philosophy, applied ethics, medical ethics, philosophy of religion
Erik Swank, PhD	Associate Professor of Practice	Gender relations, sexualities, racism, and social movements
Kathleen Waldron, PhD	Lecturer	Psychology of aging, perspectives on aging, communication and aging, caregiving in later life
<i>Each of these faculty will teach one course every other year to serve this program:</i>		
Patrick Bixby, PhD	Associate Professor	Irish studies, British modernism, postcolonial theory and criticism, Continental philosophy, and issues of travel, mobility, and the body
Theresa Devine, MFA	Assistant Professor	Art, aesthetics, gaming studies, social transformation

Patricia Friedrich, PhD	Professor	Rhetoric and composition, linguistics, sociolinguistics
Miriam Mara, PhD	Associate Professor	Literature and embodiment, health humanities, Irish literature.
Majia Nadesan, PhD	Professor	Communication, risk communication, crisis communication, (Bio)Politics
Michael Stancliff, PhD	Associate Professor	Rhetoric, composition, literature, and American studies, race and the literature of emancipation

5. Additional Materials

A. Appendix

Complete and attach the Appendix document.

B. Program of study

Provide one or more model programs of study (if appropriate).

We examined Minors in Disability Studies at the following places:

Northern Arizona State University: <http://catalog.nau.edu/Catalog/details?plan=DISSTMN&catalogYear=1718>

Ohio State University: <https://disabilitystudies.osu.edu/programs/undergrad>

University of California – Berkeley: <https://disability-studies.ugis.berkeley.edu/>

C. Attach other information that will be useful to the review committees and the Office of the Provost.

**APPENDIX
OPERATIONAL INFORMATION FOR MINORS**

(This information is used to populate the Degree Search/catalog website.
Please consider the student audience in creating your text.)

1. Proposed Minor Name: Disability Studies**2. Marketing Description**

Optional. 50 words maximum. The marketing description should not repeat content found in the program description.

The number of disabled people in the U.S. will grow by 21 percent by 2030. Pursuing a minor in disability studies can prepare you to make the greatest impact in addressing the needs of persons with disabilities. According to The New York Times, this training can lead to employment in many areas.

3. Program Description (150 words maximum)

The minor in disability studies explores historical, linguistic, social, artistic and legal dimensions of disability with the goal of improving society in ways that will benefit those with disabilities.

Through curriculum that combines theory and practice, students will be prepared to address injustices, exclusions and misapprehensions regarding disabilities through advocacy and self-advocacy, education, knowledge of the law and historical awareness. The minor's coursework, designed to complement any undergraduate major, utilizes an electronic portfolio tailored to students' professional interests.

Students will be able to apply the knowledge gained in this program toward careers in policy and advocacy, social work, education, government, and with community and nongovernmental organizations.

4. Contact and Support Information

Building code and room number: (Search ASU map)	FAB N100
Program office telephone number: (<i>i.e.</i> 480/965-2100)	602/543-3000
Program Email Address:	HArCSadvising@asu.edu
Program Website Address:	https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs

5. Program Requirements

Remember to attach a copy of the “proposed” map for this minor program. Instructions on how to create a “proposed minor map” in [BAMM](#) can be found in the [Build a Major Map Training Guide](#).

6. Enrollment Requirements

If applicable, list any special enrollment requirements applicable to this minor in addition to the standard text. Enrollment requirements for all minors include the following text.

GPA Requirement: 2.00

Incompatible Majors: Disability Studies BA

Other Enrollment Requirements:

Current ASU undergraduate students may pursue a minor and have it recognized on their ASU transcript at graduation. A student should consult an academic advisor in the unit that offers the minor to ensure they take an appropriate set of courses. They also should consult an academic advisor in the major to make sure that college or department allows recognition of the minor; certain combinations of major and minor may be deemed inappropriate by either offering unit. Courses taken for the minor may not count toward both the major and minor. Students should contact the department offering the minor for more information.

7. Keywords

List all keywords used to search for this program (limit 7). Keywords should be specific to the proposed program. All parts of the certificate name are automatically included as keywords.

Interdisciplinary, advocacy, policy, empowerment, social justice

8. Delivery/Campus Information Options: On-Campus

Note: Once students elect a campus or online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus then complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

9. Campus/Locations indicate all locations where this program will be offered.

- Downtown Phoenix Polytechnic Tempe Thunderbird West Other: _____

2019 - 2020 MINOR Map

Disability Studies (Proposed)

Program Requirements

The minor in disability studies consists of 18 credit hours; a minimum of 12 credit hours must be upper-division. 12 credit hours must be completed through coursework in the School of Humanities, Arts and Cultural Studies. Program requirements include six credit hours of core coursework, nine credit hours of electives and three credit hours of culminating experience. All courses used to fulfill the requirements of this minor must be passed with a "C" (2.00) or better.

Core Requirements -- 6 credit hours

DST 101: Introduction to Disability Studies (3)

HRC 200: Introduction to Social and Cultural Analysis (SB & C) (3)

Electives -- 9 credit hours

AMS 449 / ETH 449 / WST 449: Hate Speech, Manifestos, and Radical Writings (SB & C) (3)

AMS 469 / ETH 469 / WST 469: Abject Bodies and the Politics of Trash (SB & C) (3)

ASB 339 / POS 339 / SBS 339 / SOC 339: Grassroots Social Movements (SB) (3)

BIO 312 / IAS 340 / PHI 320: Bioethics (HU) (3)

DST 322: Social and Cultural Implications of the Many Forms of Disability (3)

DST 458: Disability and Communication Advocacy (3)

ENG 469: Science and Literature (L or HU) (3)

HRC 310: Social and Cultural Studies: Method and Theory (C) (3)

HRC 494: Veterans and Critical Disability Studies (3)

IAP 494: Accessibility in Digital Arts and Design (3)

IAP 494: Disability and Aesthetics (3)

JUS 301: Research in Justice Studies (SB) (3)

JUS 437: The Social Construction of Disability and Justice (3)

JUS 494: Policy, Advocacy and Disability (3)

SOC 400: Perspectives on Aging (SB) (3)

SOC 426: Social Inequality (SB) (3)

WST 444: Gender, Health, and Bodies (SB) (3)

Culminating Course -- 3 credit hours

HRC 480: Capstone: Practices and Approaches (L) or IAP 484: Internship (3)

Depending on a student's undergraduate program of study, prerequisite courses may be needed in order to complete the requirements of this minor.

Stacey Kimbell

From: Todd Sandrin
Sent: Thursday, July 26, 2018 4:33 PM
To: Stacey Kimbell
Cc: Patricia Friedrich
Subject: Re: Requesting Dean's Approval - BA & Minor, Disability Studies

Approved. Thanks for your work here!

Todd

From: Stacey Kimbell
Sent: Thursday, July 26, 2018 2:08:25 PM
To: Todd Sandrin
Cc: Patricia Friedrich
Subject: Requesting Dean's Approval - BA & Minor, Disability Studies

Hi Todd,

Attached please find the proposals for the BA and Minor in Disability Studies. Patty has reviewed these proposals, as well as the new course proposals that are in Changemaker. Would it be possible to obtain your approval?

Thanks,
Stacey

Stacey Kimbell

Executive Admin Support Specialist and Curriculum Coordinator
Academic Administration and Curriculum Planning
ASU New College of Interdisciplinary Arts and Sciences
Voice: (602) 543-6150 Fax: (602) 543-4565

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April 2, 2018

Dear Dean Sandrin:

The curriculum committee of the School of Humanities, Arts, and Cultural Studies reviewed the proposal for establishing a B.A. in Disability Studies and approved it by consensus agreement in March 2018. All faculty in SHARCS were notified and informed of the development of this proposal at faculty meetings since its inception in Fall 2017. No dissent or concerns have been expressed by faculty members. This memo certifies that the approval process followed the appropriate approval procedures of the School and that the School has the resources to support the B.A. without impacting core program resources.

Please do not hesitate to contact me if you have any questions or concerns that need to be addressed as you review this proposal.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Louis Mendoza'.

Louis Mendoza, Professor and Director
School of Humanities, Arts, and Cultural Studies

BA in Disability Studies, Bachelor of Arts

Status:UOEEE Provisional Approval

Comments:

Element Outcome Measure Description

Outcome	1		Learning Outcome 1: Students will demonstrate competency (synthesize, construct, create, and justify) their understanding of the biopsychosocial implications of disability and in producing interdisciplinary disability studies research questions and analyses.
Plan_1GenEd	1		Critical Thinking;Ethical Reasoning;Inquiry and Analysis;Problem Solving;Written Communication;
Plan_2Concepts	1		Understand the biopsychosocial implications of disability
Plan_3Competencies	1		Summarize and interpret the biopsychosocial implications of disability and produce interdisciplinary disability studies research questions.
Measure	1	1	Outcomes will be measured by the successful completion of an interdisciplinary creative (e.g. creative writing, visual, digital, design) project that demonstrates an ability to summarize and interpret biopsychosocial implications.
PC	1	1	At least 75% of students will achieve a B or higher in the interdisciplinary creative project from the DST 101 Introduction to Disability Studies.
Measure	1	2	The outcome will be measured by the successful completion of the final writing project in DST 101 Introduction to Disability Studies that address at least one or more, biopsychosocial implication and shows a proficiency in constructing research questions and analyses.
PC	1	2	At least 75% of students will achieve scores of 75% or higher on their final writing project in DST 101 Introduction to Disability Studies the project must show a proficiency in justifying the constructed research question/analysis in relation to the chosen biopsychosocial implications in the paper.
Measure	1	3	
PC	1	3	

Element Outcome Measure Description

Outcome	2		Students will also demonstrate (argue, discriminate, explain, interpret, analyze) the ability to theoretically connect ideological assumptions about disability to those regarding gender, race, age, class, nationality, and sexual orientation.
Plan_1GenEd	2		Critical Thinking;Global, Historical, Cultural Awareness;Information Literacy;Inquiry and Analysis;Quantitative Reasoning/Literacy;
Plan_2Concepts	2		Connect, analyze, and synthesize knowledge of ideological assumptions about disability to those regarding gender, race, age, class, nationality, and sexual orientation.
Plan_3Competencies	2		Connect, analyze, and synthesize knowledge of ideological assumptions about disability to those regarding gender, race, age, class, nationality, and sexual orientation.
Measure	2	1	Outcome will be measured by the successful participation in creating an interdisciplinary analysis (e.g. history-documentary video, medical linguistics-poetry, legal-performance, social justice-media studies) of historical and/or current medical and legal policies which inform social representation and treatment of persons with a disability (DST 458).
PC	2	1	At least 75% of students will achieve a grade of B or higher in the interdisciplinary analysis project [as described above] (DST 458).
Measure	2	2	Outcome will be measured by a successful synthesis that shows an ability to appraise ideological assumptions found in policy, support their conclusion as to the affect those assumptions have in the treatment and social representations of persons with a disability, and defend their position by giving examples (DST 458).
PC	2	2	At least 75% of students will achieve a score of 80% or higher on the interdisciplinary analysis project (DST 458).
Outcome	3		Students will learn to examine and critique enabling and disabling ideological assumptions that shape social institutions, professions, policies, and systems of representation.
Plan_1GenEd	3		Critical Thinking;Ethical Reasoning;Inquiry and Analysis;Problem Solving;Written Communication;
Plan_2Concepts	3		Demonstrate how perceptions about disability shape the quality of people's lives.
Plan_3Competencies	3		Critique the enabling and disabling ideological assumptions that shape social institutions, professions, policies, and systems of representation
Measure	3	1	Outcome 3 will be measured by the successful participation in a service learning internship (HRC 480 Capstone OR IAP 484 Internship) that allows them to examine the social institutions, professions, policies, and systems of representation the serve the disability community.
PC	3	1	At least 75% of students will achieve a B or higher on IAP 484 Internship Report or Final Project from HRC 480 Capstone course

Element Outcome Measure Description

Outcome	4		Students will distinguish and analyze the application of qualitative methods in disability studies as they relate to research, policies, programs that seek to empower the disability community in their relationship to institutional agencies, educational and medical institutions, and various levels of government.
Plan_1GeneralEd	4		Critical Thinking;Ethical Reasoning;Global, Historical, Cultural Awareness;Information Literacy;Inquiry and Analysis;Problem Solving;
Plan_2Concepts	4		Apply qualitative methods of analysis to assess the disability community's well-being.
Plan_3Competencies	4		Ability to apply qualitative methods in disability studies as they relate to research, policies, programs that seek to empower the disability community in their relationship to institutional agencies, educational and medical institutions, and various levels of government.
Measure	4	1	The outcome will be measured by the successful analysis of common themes in an ethnographic project that includes data collection and analysis to discover common themes as they relate to policies and programs that seek to empower the disability community. A VALUE Rubric (instrument) will be created by the faculty (direct measure).
PC	4	1	A VALUE Rubric (instrument) will be created by the faculty (direct measure).
Measure	4	2	The outcome will be measured by qualitative assessment of an ethnographic report that elucidates the relationship of the disability community with institutional agencies, educational and medical institutions, and various levels of government (direct measure).
PC	4	2	At least 75% of students will achieve a B or higher on IAP 484 Internship Report or Final Project from HRC 480 Capstone course

Outcome	5		Students will have the ability to categorize, compare, interpret, and compose a broader awareness of the applicability of disability studies knowledge to a wide range of professions, and increased understanding of specific careers related to working with, and by, people with disabilities.
Plan_1GeneralEd	5		Global, Historical, Cultural Awareness;Information Literacy;Problem Solving;Quantitative Reasoning/Literacy;
Plan_2Concepts	5		Understand the applicability of disability studies to career options.
Plan_3Competencies	5		Demonstrate the ability to categorize, compare, interpret, and compose a broader awareness of the applicability of disability studies knowledge to a wide range of professions, and increased understanding of specific careers related to working with, and by, people with disabilities.
Measure	5	1	Outcome will be measured by the successful completion of a portfolio (e.g. scholarship, creative writing, photography, sound, video, painting*, drawing, etc.) *see Riva Lehrer's work as an example of an effective nonverbal portfolio: https://www.rivalehrerart.com/circle-stories (direct measure).
PC	5	1	Outcome will be measured by qualitative assessment of digital portfolio that includes assessment of students' effective communication to diverse audiences (direct measure).

If you have questions, please e-mail assessment@asu.edu or call UOEEE at (480) 727-1731.

Dr. Louis Mendoza, Director
School of Humanities, Arts, and Cultural Studies
New College of Interdisciplinary Arts and Sciences
4701 W. Thunderbird Rd., FAB N201
Glendale, AZ 85306-4908
P.O. Box 37100, MC 2151, Phoenix AZ 85069-7100
Arizona State University

October 9, 2018

Dear Dr. Mendoza,

After consulting with Dean Basile and her representatives, I am pleased to confirm that MLFTC supports the proposed BA in Disability Studies in the School of Humanities, Arts, and Cultural Studies in New College of Interdisciplinary Arts and Sciences. Disability studies, with its orientation towards advocacy, will enhance our profession's perspective on education, treatment, and basic human rights for individuals who encounter challenging environments. We welcome your interdisciplinary approach to these important areas and look forward to further collaboration with faculty and students who are building expertise in advanced understanding of human exceptionalities.

MLFTC also invites students in the Disability Studies program to consider certain courses in the special education program in MLFTC as electives. Selected courses can promote an understanding of the characteristics of disabilities as manifest in children and young adults, inclusive practices in schools, issues that families of children with disabilities face, and knowledge of the rights and constraints provided by current educational legislation. Thank you for this opportunity to advance this important area of study. We wish you success in the launching of this new program of study.

Sincerely,



Kathleen Puckett, Ph.D.
Associate Professor and Lead Strategist, Special Education
Mary Lou Fulton Teachers College

Stacey Kimbell

From: Patricia Friedrich
Sent: Monday, July 23, 2018 3:57 PM
To: Stacey Kimbell
Subject: FW: Impact Statement Request: Disability Studies

FYI, for our Disability Studies proposal. --p

Patricia Friedrich, PhD
Associate Dean for Academic Programs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046

From: Todd Sandrin <Todd.Sandrin@asu.edu>
Date: Monday, July 23, 2018 at 12:55 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: Fwd: Impact Statement Request: Disability Studies

Great news, Patty.

Thanks again for your excellent work here.

Todd

From: Elizabeth Wentz
Sent: Monday, July 23, 9:21 AM
Subject: FW: Impact Statement Request: Disability Studies
To: Todd Sandrin
Cc: Paul LePore, Bryan Brayboy

Dear Todd,

I'm aware that you have a strong working relationship with SST on their disability certificate and the New College degree. I appreciate the idea that you are continuing to build connections and share courses. I'm happy to support the degree.

Libby

From: Todd Sandrin <Todd.Sandrin@asu.edu>
Date: Saturday, July 21, 2018 at 7:51 AM
To: Elizabeth Wentz <WENTZ@asu.edu>
Subject: Impact Statement Request: Disability Studies

Dear Libby,

I hope this email finds you enjoying a pleasant and productive summer. Mine has been lovely, but I regret it has gone by so quickly!

I'm writing to request from you a statement of impact regarding the degree program in Disability Studies New College is proposing. I attach the proposal and supporting documents.

I append below a few additional notes:

My team has worked with SST faculty as indicated in the email threads below to include courses and to collaborate. As more courses become available, we are looking forward to further expanding electives (as you know, the courses have to be already in Changemaker for review before we can include them in a degree proposal). We look forward to working with the SST faculty again when they put together their certificate, where some of our courses can appear too.

Mighty you be able to forward your statement of impact by **Thursday, July 26**? Of course, don't hesitate to let me know if you have questions.

Best regards,
Todd

Todd R. Sandrin, Ph.D.

Dean, New College of Interdisciplinary Arts and Sciences
Vice Provost, West campus
Professor, School of Mathematical and Natural Sciences
Senior Sustainability Scientist - Julie Ann Wrigley Global Institute of Sustainability
<image001.png>

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Tuesday, May 15, 2018 at 12:15 PM
To: Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>
Cc: Elizabeth Swadener <Beth.Swadener@asu.edu>
Subject: Re: Disability Studies

Dear Annamaria and Beth,

Thank you very much for your response. I had not heard from Elsie at all, so it was good to see your email. We would be happy to integrate these courses into our course bank of electives. They will be listed on our checksheet as options for the students.

Would you please review our checksheet and identify a couple of courses with a DST prefix that you can include in the curriculum for your certificate?

Another thing to think about to perhaps facilitate students taking courses that we each offer is to consider availability of icourses. Do you anticipate either of these JUS 494s ever be offered as icourses?

Best,

Louis

Dr. Louis Mendoza, Director

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Arizona State University
Office: 602-543-6242

<https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs>

From: Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>
Date: Tuesday, May 15, 2018 at 8:07 AM
To: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Cc: Elizabeth Swadener <Beth.Swadener@asu.edu>
Subject: Fw: Disability Studies

Dear Dr. Mendoza,

I don't know if you've already received a reply to your email from our Director Elsie, but regardless, I wanted to reach out to you to introduce myself and my colleague, Dr. Beth Swadener. We are co-coordinating the disability certificates at the Tempe Campus and we are excited for your new program and happy to collaborate.

There are two classes we regularly teach that I think would be useful to your new undergrad degree in Disability Studies:

JUS 494- The Social Construction of Disability and Justice (in changemaker)
JUS 494- Policy, Advocacy and Disability (in changemaker)

I believe both of these classes can fulfill requirement needs as outlined in your proposal. We will be offering new classes next year, but the ones listed above are the tried and true and will be offered regularly.

We just recently were informed that our director will be stepping down the end of June, so please feel free to contact Beth and me as we will be your most direct line of communication. I am copying Beth on this email.

I apologize if our response is later than your suggested deadline, but the upcoming changes have delayed everything. We look forward to your response and collaboration.

Dr. Annamaria Oliverio

From: Louis Mendoza
Sent: Monday, April 9, 2018 8:24 PM
To: Elsie Moore
Subject: Disability Studies

Dear Elsie,

As you know, last year we received permission to plan a Disability Studies BA and Minor. I write to you today as we prepare to submit our request for permission to establish that degree and

minor, while we also anticipate receiving news of your own submission of a proposal for a certificate in the same area. We would like to be able to collaborate with you by including some of your existing courses in the program. If you could please let us know if there are any current offerings that would be particularly pertinent in this case, that would be great. We would very much like to send our proposal to our curriculum committee still in the spring so as to be able to have this proposal considered by the senate/CAPC in their first meeting in the fall, so if you could please send us information by April 18th that would be very helpful. To facilitate the conversation, I am attaching a copy of our check sheets for the minor and major we are proposing and ask that you share with us a list of pre-existing courses you have in this subject area that we could consider including. We will be happy to do the same and name courses that could potentially apply toward your certificate when the time comes.

If you would like to discuss this further via phone, please let me know a good time to reach you. I look forward to hearing back from you soon.

Best,

Louis

--

Dr. Louis Mendoza, Director

School of Humanities, Arts, and Cultural Studies

New College of Interdisciplinary Arts and Sciences

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<2 Proposal Disability Studies BA 7-19-2018-2.docx>

<3 BA Disability Studies Assessment Plan.docx>

<4 Impact Statements.pdf>

From: [Patricia Friedrich](#)
To: [Stacey Kimbell](#)
Subject: FW: School of Social Transformation Disability Courses
Date: Tuesday, July 17, 2018 10:51:39 AM

FYI

Patricia Friedrich, PhD
Associate Dean for Academic Programs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Tuesday, June 19, 2018 at 1:58 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: FW: School of Social Transformation Disability Courses

FYI

From: Elsie Moore <Elsie.Moore@asu.edu>
Date: Friday, June 15, 2018 at 10:47 AM
To: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Subject: School of Social Transformation Disability Courses

Dear Professor Mendoza,

The disability focused courses in the School of Social Transformation: JUS 494: Topic: *Policy Advocacy and Disability* and JUS 437: *The Social Construction of Disability* should not be negatively impacted or conflict with your proposed DST classes.

From: [Patricia Friedrich](#)
To: [Stacey Kimbell](#)
Subject: FW: Disability Studies
Date: Wednesday, May 2, 2018 2:33:46 PM

FYI

Patricia Friedrich, PhD
Associate Dean for Academic Programs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Monday, April 30, 2018 at 3:24 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: FW: Disability Studies

Follow up email.

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Tuesday, April 17, 2018 at 9:42 AM
To: Elsie Moore <Elsie.Moore@asu.edu>
Subject: Re: Disability Studies

Dear Elsie,

I am writing to follow up on my email of April 9th regarding how we might collaborate in the delivery of our respective Disability Studies programs at ASU. Please let me know at your earliest convenience if you or one of your colleagues are interested in moving this discussion forward to ensure collaboration. I'm happy to discuss via phone or email. Should I not hear back from you this week, I will assume that SST is not interested in this proposed collaboration.

All best,

Louis

--

Dr. Louis Mendoza, Director

School of Humanities, Arts, and Cultural Studies
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Arizona State University
Office: 602-543-6242
<https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs>

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>

Date: Monday, April 9, 2018 at 8:24 PM

To: Elsie Moore <Elsie.Moore@asu.edu>

Subject: Disability Studies

Dear Elsie,

As you know, last year we received permission to plan a Disability Studies BA and Minor. I write to you today as we prepare to submit our request for permission to establish that degree and minor, while we also anticipate receiving news of your own submission of a proposal for a certificate in the same area. We would like to be able to collaborate with you by including some of your existing courses in the program. If you could please let us know if there are any current offerings that would be particularly pertinent in this case, that would be great. We would very much like to send our proposal to our curriculum committee still in the spring so as to be able to have this proposal considered by the senate/CAPC in their first meeting in the fall, so if you could please send us information by April 18th that would be very helpful. To facilitate the conversation, I am attaching a copy of our check sheets for the minor and major we are proposing and ask that you share with us a list of pre-existing courses you have in this subject area that we could consider including. We will be happy to do the same and name courses that could potentially apply toward your certificate when the time comes.

If you would like to discuss this further via phone, please let me know a good time to reach you. I look forward to hearing back from you soon.

Best,

Louis

--

Dr. Louis Mendoza, Director

School of Humanities, Arts, and Cultural Studies
New College of Interdisciplinary Arts and Sciences
4701 W. Thunderbird Rd., FAB N201

From: [Patricia Friedrich](#)
To: [Louis Mendoza](#)
Cc: [Stacey Kimbell](#)
Subject: Re: Outreach for impact statement on Disability Studies
Date: Wednesday, May 2, 2018 2:53:00 PM

Thank you, Louis. Stacey, could you please attach this note to our proposal?

Thank you,

Patty

Patricia Friedrich, PhD
Associate Dean for Academic Programs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Wednesday, May 2, 2018 at 2:49 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: Outreach for impact statement on Disability Studies

Patricia,

Just a brief note to let you know I touched base with Miriam Mara on any correspondence or other communication she may have had with faculty in the School of Social Transformation on how we might collaborate. She has not heard from anyone on this issue.

Best,

Louis

--

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From: [Louis Mendoza](#)
To: [Duane Roen](#)
Cc: [Jacqueline Martinez](#)
Subject: Re: Request for impact statement in support of Disability Studies and the crosslisting of COM courses
Date: Tuesday, July 17, 2018 2:45:34 PM

Thank you both very much. We very much appreciate your support!

Louis

--

Dr. Louis Mendoza, Director
School of Humanities, Arts, and Cultural Studies
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<https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs>

From: Duane Roen <Duane.Roen@asu.edu>
Date: Tuesday, July 17, 2018 at 2:43 PM
To: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Cc: Jacqueline Martinez <jmartinez@asu.edu>
Subject: FW: Request for impact statement in support of Disability Studies and the crosslisting of COM courses

Louis,

CISA is delighted to support your proposal for a Disability Studies Program and the integration of COM classes into this program.

Please let us know if we can do anything else to help.

Best,
Duane

Duane Roen
Vice Provost, Polytechnic campus
Dean, College of Integrative Sciences and Arts
Dean, University College
Arizona State University
Mail Code: 2780
7271 E Sonoran Arroyo Mall
Mesa, AZ 85212-6415
P: 480-727-6513

From: Louis Mendoza
Sent: Tuesday, July 17, 2018 2:35 PM
To: Duane Roen <Duane.Roen@asu.edu>
Subject: Request for impact statement in support of Disability Studies and the crosslisting of COM courses

Dear Duane,

I am writing to request an impact statement in support of our proposed Disability Studies Program and the integration of COM classes into this program. The proposed curriculum for the BA in Disability Studies BA includes two new classes to be cross-listed with a COM prefix.

COM 101/DST 101 Introduction to Disability Studies
COM/DST 458 Disability Advocacy

We're also including COM 421 in the BA as an elective and it is a shared course (not new):

COM 421 Rhetoric of Social Issues. Critical rhetorical study of significant speakers and speeches on social issues of the past and present.
Offering School/Colleges Pre-requisite(s):
[New College of Interdisciplinary Arts and Sciences – School of Social and Behavioral Sciences](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA
[College of Integrative Sciences and Arts – College of Integrative Sciences and Arts](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA
[College of Liberal Arts and Sciences – Hugh Downs School of Human Communication](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA

Please let me know if you have any concerns or questions.

I look forward to hearing back from you.

From: [Louis Mendoza](#)
To: [Tracy Encizo](#)
Subject: FW: Request for impact statement in support of Disability Studies and the crosslisting of COM courses
Date: Wednesday, July 18, 2018 11:41:27 AM

FYI

From: Kristin Gilger <Kristin.Gilger@asu.edu>
Date: Wednesday, July 18, 2018 at 11:12 AM
To: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Subject: RE: Request for impact statement in support of Disability Studies and the crosslisting of COM courses

We have no concerns or questions about this. Thank you.

Kristin Gilger
Senior Associate Dean, Walter Cronkite School of Journalism and Mass Communication
and
Executive Director, Donald W. Reynolds National Center for Business Journalism
602.496.9448
Arizona State University
555 N. Central Ave.
Phoenix, AZ 85004
<http://cronkite.asu.edu>
<http://facebook.com/CronkiteSchool>
http://twitter.com/Cronkite_ASU
<http://businessjournalism.org>

From: Louis Mendoza
Sent: Tuesday, July 17, 2018 2:39 PM
To: Christopher Callahan <Christopher.Callahan@asu.edu>; Kristin Gilger <Kristin.Gilger@asu.edu>
Subject: Request for impact statement in support of Disability Studies and the crosslisting of COM courses

Dear Dean Callahan and Senior Associate Dean Gilger,

I am writing to request an impact statement in support of our proposed Disability Studies Program and the integration of COM classes into this program. The proposed curriculum for the BA in Disability Studies BA includes two new classes to be cross-listed with a COM prefix.

COM 101/DST 101 Introduction to Disability Studies
COM/DST 458 Disability Advocacy

We're also including COM 421 in the BA as an elective and it is a shared course (not new):

COM 421 Rhetoric of Social Issues. Critical rhetorical study of significant speakers and speeches on social issues of the past and present.
Offering School/Colleges Pre-requisite(s):
[New College of Interdisciplinary Arts and Sciences – School of Social and Behavioral Sciences](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA
[College of Integrative Sciences and Arts – College of Integrative Sciences and Arts](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA
[College of Liberal Arts and Sciences – Hugh Downs School of Human Communication](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA

Please let me know if you have any concerns or questions.

I look forward to hearing back from you.

Best,

Louis

--

Dr. Louis Mendoza, Director
School of Humanities, Arts, and Cultural Studies
New College of Interdisciplinary Arts and Sciences
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